

Special edition for the Middle East



**UNDERSTANDING
AND USING**

**ENGLISH
GRAMMAR**

Second Edition

Volume A

Betty Schramper Azar

Special edition for the Middle East



UNDERSTANDING AND USING

ENGLISH GRAMMAR

Second Edition

Betty Schrampfer Azar

Volume A



PRENTICE HALL
PHOENIX ELT

New York London Toronto Sydney Tokyo Singapore

Library of Congress Cataloging-in-Publication Data

Azar, Betty Schramper, (date)

Understanding and using English grammar / by Betty Schramper

Azar. -- 2nd ed.

p. cm.

Includes index.

ISBN 0-13-943663-4 (v. A). -- ISBN 0-13-943671-5 (v. B)

1. English language--Textbooks for foreign speakers. 2. English language--Grammar--1950- I. Title.

PE1128.A97 1989b

428.2'4--dc19

88-3/396

CIP

To my mother,
FRANCES NIES SCHRAMPER
and my father,
WILLIAM H. SCHRAMPER

Editorial /production supervision: *Janet Johnston*

Interior design: *Ros Herion Freese*

Illustrations: *Don Martinetti*

Cover design: *Joel Mitnick Design*

Manufacturing buyer: *Ray Keating*



© '2007 Impression' by Prentice Hall Regents

Prentice-Hall, Inc.

A Paramount Communications Company

Englewood Cliffs, New Jersey 07632

This edition first published 1996 by Prentice Hall Phoenix ELT

All rights reserved. No part of this book may be reproduced, in any form or by any means, without permission in writing from the publisher.

Printed in Egypt by International Printing House

10 9 8 7 6 5

00 99 98 97

0-13-618224-0 (Student Book Volume A)

Prentice-Hall International (UK) Limited, *London*

Prentice-Hall of Australia Pty. Limited, *Sydney*

Prentice-Hall Canada Inc., *Toronto*

Prentice-Hall Hispanoamericana, S.A., *Mexico*

Prentice-Hall of India Private Limited, *New Delhi*

Prentice-Hall of Japan, Inc., *Tokyo*

Simon & Schuster Asia Pte. Ltd., *Singapore*

Editora Prentice-Hall do Brazil, Ltda., *Rio de Janeiro*

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage retrieval system, without permission from Pearson Education Ltd.

This edition manufactured in Saudi Arabia and published by PEARSON EDUCATION LTD, Copyright © 2006.

This edition authorized for distribution only in Saudi Arabia.



Contents

| | |
|---|-----|
| PREFACE TO THE SECOND EDITION | vii |
| Chapter 1 VERB TENSES | 1 |
| 1-1 THE SIMPLE TENSES | 2 |
| 1-2 THE PROGRESSIVE TENSES | 3 |
| 1-3 THE PERFECT TENSES | 4 |
| 1-4 THE PERFECT PROGRESSIVE TENSES | 5 |
| 1-5 SUMMARY CHART OF VERB TENSES | 6 |
| 1-6 SPELLING OF -ING AND -ED FORMS | 9 |
| 1-7 SIMPLE PRESENT | 11 |
| 1-8 PRESENT PROGRESSIVE | 11 |
| 1-9 NONPROGRESSIVE VERBS | 13 |
| 1-10 USING THE PRESENT PROGRESSIVE WITH ALWAYS | 16 |
| 1-11 REGULAR AND IRREGULAR VERBS | 17 |
| 1-12 SIMPLE PAST | 24 |
| 1-13 PAST PROGRESSIVE | 24 |
| 1-14 USING EXPRESSIONS OF PLACE WITH PROGRESSIVE TENSES | 27 |
| 1-15 PRESENT PERFECT | 29 |
| 1-16 PRESENT PERFECT PROGRESSIVE | 36 |
| 1-17 PAST PERFECT | 39 |
| 1-18 PAST PERFECT PROGRESSIVE | 39 |
| 1-19 SIMPLE FUTURE/ BE GOING TO | 44 |
| 1-20 WILL vs. BE GOING TO | 45 |
| 1-21 EXPRESSING THE FUTURE IN TIME CLAUSES | 48 |
| 1-22 USING THE PRESENT PROGRESSIVE AND THE SIMPLE PRESENT TO EXPRESS FUTURE TIME | 50 |
| 1-23 FUTURE PROGRESSIVE | 51 |
| 1-24 FUTURE PERFECT | 53 |
| 1-25 FUTURE PERFECT PROGRESSIVE | 53 |

Chapter 2 MODAL AUXILIARIES AND SIMILAR EXPRESSIONS 68

2-1 INTRODUCTION 68

2-2 POLITE REQUESTS WITH “I” AS THE SUBJECT 69

2-3 POLITE REQUESTS WITH “YOU” AS THE SUBJECT 70

2-4 POLITE REQUESTS WITH **WOULD YOU MIND** 71

2-5 USING IMPERATIVE SENTENCES TO MAKE POLITE REQUESTS 73

2-6 EXPRESSING NECESSITY: **MUST, HAVE TO, HAVE GOT TO** 75

2-7 LACK OF NECESSITY AND PROHIBITION: **HAVE TO** AND **MUST** IN THE
NEGATIVE 76

2-8 ADVISABILITY: **SHOULD, OUGHT TO, HAD BETTER** 78

2-9 THE PAST FORM OF **SHOULD** 81

2-10 EXPECTATIONS: **BE SUPPOSED TO** AND **BE TO** 83

2-11 MAKING SUGGESTIONS: **LET’S, WHY DON’T, SHALL I/WE** 86

2-12 MAKING SUGGESTIONS: **COULD** 87

2-13 EXPRESSING DEGREES OF CERTAINTY: PRESENT TIME 89

2-14 DEGREES OF CERTAINTY: PRESENT TIME NEGATIVE 92

2-15 DEGREES OF CERTAINTY: PAST TIME 95

2-16 DEGREES OF CERTAINTY: FUTURE TIME 98

2-17 PROGRESSIVE FORMS OF MODALS 100

2-18 USING **USED TO** (HABITUAL PAST) AND **BE USED TO** 101

2-19 USING **WOULD** TO EXPRESS A REPEATED ACTION IN THE PAST 104

2-20 EXPRESSING PREFERENCE: **WOULD RATHER** 106

2-21 USING **CAN** AND **BE ABLE TO** 107

2-22 PAST ABILITY: **COULD** 109

2-23 SUMMARY CHART OF MODALS AND SIMILAR EXPRESSIONS 110

Chapter 3 THE PASSIVE 120

3-1 FORMING THE PASSIVE 120

3-2 USING THE PASSIVE 123

3-3 INDIRECT OBJECTS USED AS PASSIVE SUBJECTS 125

3-4 THE PASSIVE FORM OF MODALS AND SIMILAR EXPRESSIONS 130

3-5 STATIVE PASSIVE 135

3-6 THE PASSIVE WITH **GET** 139

3-7 PARTICIPIAL ADJECTIVES 144

Chapter 4 GERUNDS AND INFINITIVES 150

4-1 GERUNDS: INTRODUCTION 150

4-2 USING GERUNDS AS THE OBJECTS OF PREPOSITIONS 151

4-3 COMMON VERBS FOLLOWED BY GERUNDS 154

4-4 **GO + GERUND** 156

4-5 COMMON VERBS FOLLOWED BY INFINITIVES 157

4-6 COMMON VERBS FOLLOWED BY EITHER INFINITIVES OR GERUNDS 162

| | | |
|------|--|-----|
| 4-7 | REFERENCE LIST OF VERBS FOLLOWED BY GERUNDS | 168 |
| 4-8 | REFERENCE LIST OF VERBS FOLLOWED BY INFINITIVES | 168 |
| 4-9 | USING GERUNDS AS SUBJECTS; USING IT + INFINITIVE | 172 |
| 4-10 | INFINITIVE OF PURPOSE: IN ORDER TO | 174 |
| 4-11 | ADJECTIVES FOLLOWED BY INFINITIVES | 175 |
| 4-12 | USING INFINITIVES WITH TOO AND ENOUGH | 177 |
| 4-13 | PASSIVE AND PAST FORMS OF INFINITIVES AND GERUNDS | 178 |
| 4-14 | USING GERUNDS OR PASSIVE INFINITIVES FOLLOWING NEED | 181 |
| 4-15 | USING A POSSESSIVE TO MODIFY A GERUND | 182 |
| 4-16 | USING VERBS OF PERCEPTION | 184 |
| 4-17 | USING THE SIMPLE FORM AFTER LET AND HELP | 186 |
| 4-18 | USING CAUSATIVE VERBS: MAKE, HAVE, GET | 187 |
| 4-19 | SPECIAL EXPRESSIONS FOLLOWED BY THE -ING FORM OF A VERB | 189 |

Appendix 1 SUPPLEMENTAL GRAMMAR UNITS A1

| | |
|---|------------|
| Unit A: BASIC GRAMMAR TERMINOLOGY | A1 |
| A-1 SUBJECTS, VERBS, AND OBJECTS | A1 |
| A-2 PREPOSITIONS AND PREPOSITIONAL PHRASES | A2 |
| A-3 ADJECTIVES | A2 |
| A-4 ADVERBS | A3 |
| A-5 THE VERB BE | A4 |
| A-6 LINKING VERBS | A5 |
| A-7 PERSONAL PRONOUNS | A5 |
| A-8 CONTRACTIONS | A7 |
| Unit B: QUESTIONS | A8 |
| B-1 FORMS OF YES/NO AND INFORMATION QUESTIONS | A8 |
| B-2 QUESTION WORDS | A10 |
| B-3 NEGATIVE QUESTIONS | A14 |
| B-4 TAG QUESTIONS | A16 |
| Unit C: NEGATIVES | A18 |
| C-1 USING NOT AND OTHER NEGATIVE WORDS | A18 |
| C-2 AVOIDING “DOUBLE NEGATIVES” | A19 |
| C-3 BEGINNING A SENTENCE WITH A NEGATIVE WORD | A19 |
| Unit D: ARTICLES | A20 |
| D-1 BASIC ARTICLE USAGE | A20 |
| D-2 GENERAL GUIDELINES FOR ARTICLE USAGE | A21 |

Appendix 2 PREPOSITION COMBINATIONS A24

| | |
|--|-----|
| PREPOSITION COMBINATIONS WITH ADJECTIVES AND VERBS | A24 |
| PHRASAL VERBS (TWO-WORD AND THREE-WORD VERBS) | A26 |

Appendix 3 GUIDE FOR CORRECTING WRITING ERRORSA29

INDEXI1



Preface to the Second Edition

The second edition of *Understanding and Using English Grammar* contains changes directed primarily toward clarification of structure presentations in the charts and improvements in the exercises. The revisions are based in large part upon the many wonderful and graciously offered suggestions from teachers and students familiar with the original text. A few new short grammar units have been included. One grammar area (comparisons) has been moved from *Understanding and Using English Grammar* to the second edition of *Fundamentals of English Grammar*. Additional notes on structure differences between American and British English have been included in the second edition.

The text remains a developmental skills text for students of English as a second or foreign language. While focusing on grammar, it promotes the development of all language skills in a variety of ways.

As in the original edition, the charts consist of examples accompanied by explanations and are intended to be easily understood by the students. Terminology is kept to a minimum.

The exercises reflect an eclectic approach, not only because there are many effective ways of teaching language, but also because certain structures simply tend to lend themselves to one approach rather than another. The exercises may be directed toward listening skills, oral production, writing skills, or reading comprehension—or any combination thereof. Some of the exercises have a straightforward, controlled concentration on form and meaning. These are followed by other more complicated and challenging exercises that engender creative, independent use of target structures. The exercise contexts reflect realistic, typical language use and are relevant to the students' concerns, daily lives, and life experiences. Items in the exercises are variously designed to encourage students to talk about themselves and their activities, to promote vocabulary development, to be informative, to engender cross-cultural comparisons, to be thought-provoking, to cause a smile or a chuckle, or to stimulate short discussions on a variety of topics.

In order to meet the needs of different teachers in different teaching situations, the revision of *Understanding and Using English Grammar* is

available in two formats: in a single volume or in split volumes. The restructuring of the organization was designed principally to accommodate splitting the text into two volumes, with Volume A focusing on verb forms and Volume B focusing on complex structures. As in the original edition, each chapter is a self-contained unit; the teacher may present the chapters in the given order or rearrange the order of presentation to suit his/her needs and purposes.

Appendix 1 (*Supplementary Grammar Units*) has been expanded and now includes exercises. Information about parts of speech and basic structures such as questions and negatives is in the appendix so that students may have these units available whether using the single-volume text or the split volumes. The teacher can fit these units in as s/he deems appropriate in the syllabus. A teacher may, for example, choose to teach the question unit either prior to or in the course of teaching the verb tense chapter, may teach it in conjunction with the noun clause chapter, or may simply refer to it as needed in connection with tenses, modals, the passive, or any other unit. Much of the material in Appendix 1 is review from the other two texts in the series, but not all. As with any other grammar units in the text, the Appendix 1 material seeks to consolidate previous understandings as the basis upon which to expand usage ability.

Understanding and Using English Grammar (blue cover) is intended for upper-level students. It is part of a series of three grammar books. *Fundamentals of English Grammar* (black) is directed toward mid-level students, and *Basic English Grammar* (red) is designed for lower-level students.

WORKBOOKS

The second edition is accompanied by student workbooks: *Understanding and Using English Grammar—Workbooks A and B*. They contain not only Self-study Practices (answers given) for independent out-of-class work by the students, but also Guided Study Practices (answers not given) for classwork, homework, and individualized instruction as the teacher sees the need. In addition, there are suggestions for oral and/or writing activities, an emphasis on vocabulary development, and two practice tests for each chapter.

TEACHER'S GUIDE

The second edition of *Understanding and Using English Grammar* is also accompanied by a much expanded *Teacher's Guide* that contains: presentation suggestions; specific techniques for handling the varied types of exercises; background grammar notes; item notes on cultural content, vocabulary, and structure usage; problems to anticipate; suggestions for oral and written student-centered activities; and answers to the exercises.

ACKNOWLEDGMENTS

First of all, I would like to express my appreciation to Donald A. Azar for his irreplaceable encouragement, partnership, good humor, and computer expertise. He is the co-author of the *Workbooks* and also has served as an advisor on the revision. A person of myriad skills, he has eased the way through a demanding project during a busy time in our lives, making the work I enjoy even more enjoyable.

I wish also to express my great appreciation to Barbara Matthies, the writer of the accompanying *Teacher's Guide*, for her continuing support both as a colleague and a friend—and for a wonderful time in Kathmandu, where we spent hours tossing around ideas. To me, there is nothing better than a good friend/colleague who likes to talk about English grammar and the teaching of ESL/EFL.

I wish to express my gratitude to the following colleagues for their suggestions, interest, keen perceptions, and cheerful repartee: Irene Juzkiw, Rachel Spack (Shelley) Koch, Jeanie Francis, Susan Jamieson, Phyllis Mithin, Larry Francis, Barbara Leonhard, Nancy Price, Maureen Burke, Steve Molinsky, Bill Bliss, and Candace Matthews. An additional special thanks goes to Shelley, Jeanie, Susan, and Barbara Andrews for their wonderful contributions to and interest in the workbook project.

The many other colleagues I have spoken with about the revision are too numerous to name, but I thank all of them for sharing their ideas with me. I would like to say a special thank you to the teachers I met in Puerto Rico. And to all of those who so conscientiously and scrupulously responded to the questionnaire on revising the text, my heartfelt thanks.

The reviewers of the revised manuscript have been exceptionally helpful. In particular, I wish to thank Mr. Richard Eisman; Ms. J. Rajah; Ms. Mohana K. Nambiar; Dr. Dagmar Buhning Acuna, Universidad Interamericana de Puerto Rico; Mr. James E. Purpura, Institute for North American Studies, Barcelona, Spain; Ms. Teresa Pica, University of Pennsylvania, Graduate School of Education; Prof. Habibah HJ. Ashari, Coordinator, TESL Program, Center of Preparatory Education, MARA Institute of Technology, Malaysia; Mr. Richard L. Coe, State University of New York at Buffalo, Cooperative Education Program in Malaysia; Ms. Lynne Sarkisan Cresitello; Mr. Nicholas J. Dimmitt, University of Bahrain, Isa Town, Bahrain; Ms. Cheryl Engber, Indiana University; Ms. Linda A. Moody, Associate Director, The English Center for International Women, Mills College; Mr. William R. Slager, Department of English, University of Utah; and Ms. Shirley Wu, Singapore.

I must say a special thank you to Lilian and Leonard Feinberg, who graciously made available to me language teaching materials they had written. They are much appreciated as friends and mentors.

My gratitude also goes to Tina Carver, editor and friend, and to Ed Stanford, Andy Martin, Gil Muller, Noel Carter, Ros Herion Freese, Sylvia

Moore, Don Martinetti, and all of the others with Prentice Hall Regents who made this project possible and enjoyable.

I wish to thank Chelsea Parker for her willing, cheerful, and able office assistance. She is also a great joy and delight in my life.

Finally, I thank my mother for inputting and editing, my father for being a veritable wellspring of ideas for entries, and both of them for helping with the tedious job of reading proof. Throughout my life, they have been and still are ever ready to assist me in my various endeavors—for which I am truly grateful.

BETTY S. AZAR
Langley, Washington



CHAPTER 1

Verb Tenses

- ☐ **EXERCISE 1—ORAL:** Interview another student in the class. Take notes during the interview, and then introduce this student to the rest of the class. Possible topics for the interview follow. As a class, discuss what questions you might ask to elicit this information.

- | | |
|--|---|
| 1. name | 6. reason for coming here |
| 2. spelling of name | 7. field of study or work |
| 3. country of origin | 8. spare-time activities and interests |
| 4. residence at present | 9. general well-being and adjustment to living here |
| 5. length of time in (<i>this city or country</i>), both past and future | 10. comments on living here |

- ☐ **EXERCISE 2—WRITTEN:** Write a short autobiographical paragraph telling who you are, what you have done in the past two years, and what your plans are for the next two years.

- ☐ **EXERCISE 3—ORAL (BOOKS CLOSED):** Ask a classmate a question using *what* + a form of *do* (e.g., *What are you doing?* *What did you do?* *What have you done?*). Use the given time expressions.

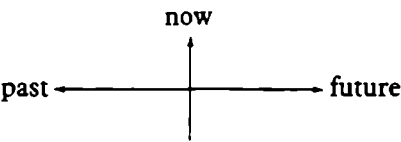
Example: • every morning

Student A: What do you do every morning?

Student B: I (go to classes/eat breakfast/etc.) every morning.

- | | |
|--|--|
| 1. every day before you come to school | 6. for the past five minutes |
| 2. last night | 7. tomorrow |
| 3. since you got up this morning | 8. at (<i>this exact time</i>) tomorrow |
| 4. right now | 9. by the time you got to class this morning |
| 5. at (<i>this exact time</i>) yesterday | 10. by the time you go to bed tonight |

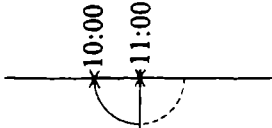
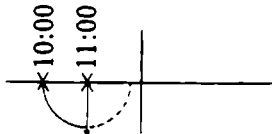
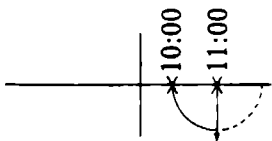
AN OVERVIEW OF ENGLISH VERB TENSES FOLLOWS IN CHARTS 1-1 THROUGH 1-5. The diagram shown below will be used in the tense **descriptions**:



1-1 THE SIMPLE TENSES

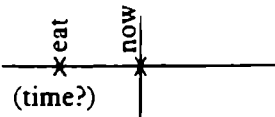
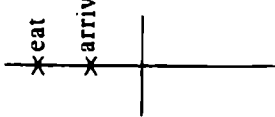
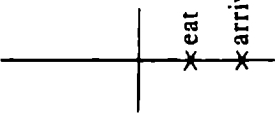
| TENSE | EXAMPLES | MEANING |
|--|---|--|
| <div>SIMPLE PRESENT</div> <div>***** *****</div> | <div>(a) It <i>snows</i> in Alaska.</div> <div>(b) I <i>watch</i> television every day.</div> | <div>In general, the simple present expresses events or situations that <i>exist always, usually, habitually</i>; they exist now, have existed in the past, and probably will exist in the future.</div> |
| <div>SIMPLE PAST</div> <div>_____ _____</div> <div> x</div> | <div>(c) It <i>snowed</i> yesterday.</div> <div>(d) I <i>watched</i> television last night.</div> | <div><i>At one particular time in the past, this happened. It began and ended in the past.</i></div> |
| <div>SIMPLE FUTURE</div> <div>_____ _____</div> <div> x</div> | <div>(e) It <i>will snow</i> tomorrow.</div> <div>(f) I <i>will watch</i> television tonight.</div> | <div><i>At one particular time in the future, this will happen.</i></div> |

1-2 THE PROGRESSIVE TENSES★

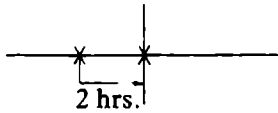
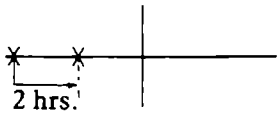
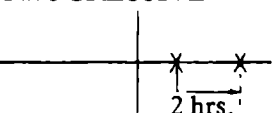
| | | |
|--|---|---|
| <p>Form: be + -ing (<i>present participle</i>)</p> <p>Meaning: The progressive tenses give the idea that an action is <i>in progress</i> during a particular time. The tenses say that an action <i>begins before</i>, <i>is in progress during</i>, and <i>continues after</i> another time or action.</p> | | |
| <p>PRESENT PROGRESSIVE</p>  | <p>(a) He is sleeping right now.</p> | <p>He went to sleep at 10:00 tonight. It is now 11:00 and he is still asleep. His sleep began in the past, <i>is in progress at the present time</i>, and probably will continue.</p> |
| <p>PAST PROGRESSIVE</p>  | <p>(b) He was sleeping when I arrived.</p> | <p>He went to sleep at 10:00 last night. I arrived at 11:00. He was still asleep. His sleep began before and <i>was in progress at a particular time in the past</i>. It probably continued.</p> |
| <p>FUTURE PROGRESSIVE</p>  | <p>(c) He will be sleeping when we arrive.</p> | <p>He will go to sleep at 10:00 tomorrow night. We will arrive at 11:00. The action of sleeping will begin before we arrive and it <i>will be in progress at a particular time in the future</i>. Probably his sleep will continue.</p> |

*The progressive tenses are also called the continuous tenses: *present continuous*, *past continuous*, and *future continuous*.

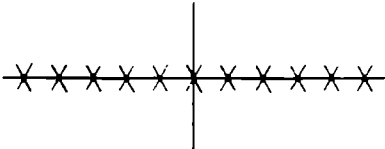
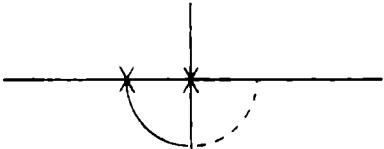
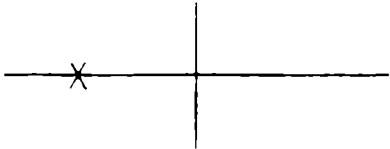
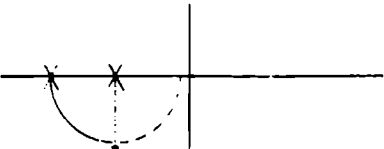

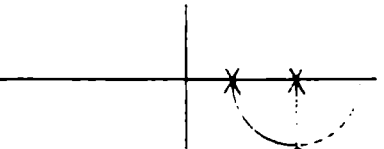
1-3 THE PERFECT TENSES

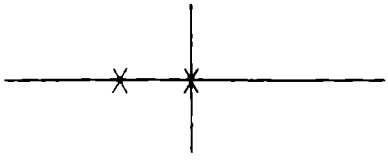
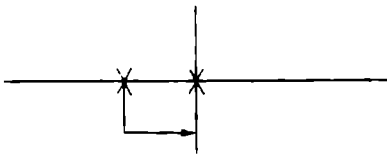
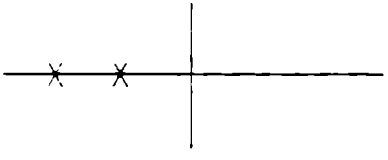
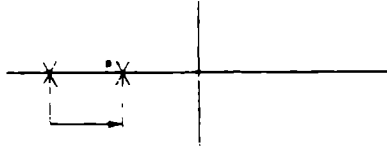
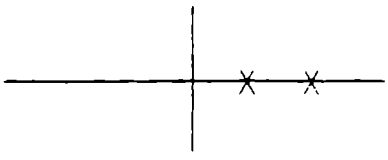
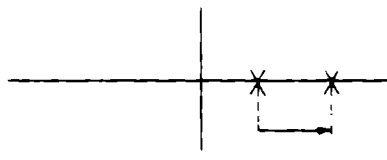
| | | |
|---|---|--|
| Form: <i>have + past participle</i> Meaning: The perfect tenses all give the idea that one thing <i>happens before another time or event</i> . | | |
| <p>PRESENT PERFECT</p>  | (a) I <i>have</i> already <i>eaten</i> . | I <i>finished eating</i> some-time <i>before now</i> . The exact time is not important. |
| <p>PAST PERFECT</p>  | (b) I <i>had</i> already <i>eaten</i> when they arrived. | First I <i>finished eating</i> . Later they arrived. My eating was completely <i>finished before another time in the past</i> . |
| <p>FUTURE PERFECT</p>  | (c) I <i>will</i> already <i>have eaten</i> when they arrive. | First I will finish eating. Later they will arrive. My eating will be completely <i>finished before another time in the future</i> . |

1-4 THE PERFECT PROGRESSIVE TENSES

| | | |
|--|---|--|
| <p>Form: have + been + -ing (present participle)</p> <p>Meaning: The perfect progressive tenses give the idea that one event is <i>in progress immediately before, up to, until another time or event</i>. The tenses are used to express the <i>duration</i> of the first event.</p> | | |
| <p>PRESENT PERFECT PROGRESSIVE</p>  | <p>(a) I have been studying for two hours.</p> | <p>Event in progress: studying.</p> <p>When? <i>Before now, up to now.</i></p> <p>How long? For two hours.</p> |
| <p>PAST PERFECT PROGRESSIVE</p>  | <p>(b) I had been studying for two hours before my friend came.</p> | <p>Event in progress: studying.</p> <p>When? <i>Before another event in the past.</i></p> <p>How long? For two hours.</p> <p>.</p> |
| <p>FUTURE PERFECT PROGRESSIVE</p>  | <p>(c) I will have been studying for two hours by the time you arrive.</p> | <p>Event in progress: studying.</p> <p>When? <i>Before another event in the future.</i></p> <p>How long? For two hours.</p> |

1-5 SUMMARY CHART OF VERB TENSES

| | |
|---|--|
| <p>SIMPLE PRESENT</p>  <p>The world is round. I study every day.</p> | <p>PRESENT PROGRESSIVE</p>  <p>I am studying right now.</p> |
| <p>SIMPLE PAST</p>  <p>I studied last night.</p> | <p>PAST PROGRESSIVE</p>  <p>I was studying when they came.</p> |
| <p>SIMPLE FUTURE</p>  <p>I will study tomorrow.</p> | <p>FUTURE PROGRESSIVE</p>  <p>I will be studying when you come.</p> |

| | |
|---|--|
| <p>PRESENT PERFECT</p>  <p>I have already <i>studied</i> Chapter One.</p> | <p>PRESENT PERFECT PROGRESSIVE</p>  <p>I <i>have been studying</i> for two hours.</p> |
| <p>PAST PERFECT</p>  <p>I <i>had</i> already <i>studied</i> Chapter One before I began to study Chapter Two.</p> | <p>PAST PERFECT PROGRESSIVE</p>  <p>I <i>had been studying</i> for two hours before my friends came.</p> |
| <p>FUTURE PERFECT</p>  <p>I <i>will</i> already <i>have studied</i> Chapter Four before I study Chapter Five.</p> | <p>FUTURE PERFECT PROGRESSIVE</p>  <p>I <i>will have been studying</i> for two hours by the time you arrive.</p> |

□ **EXERCISE 4—ORAL (BOOKS CLOSED):** Practice using tenses by **answering the** questions in complete sentences.

1. What do you do every day?
2. What did you do yesterday?
3. What will you do tomorrow?
4. What are you doing right now?
5. What were you doing at this time yesterday?
6. What will you be doing at this time tomorrow?
7. What have you done since you got up this morning?
8. What had you done before you went to bed last night?
9. What will you have done by the time you go to bed tonight?
10. What are you doing? How long have you been doing that?
11. What were you doing before I walked into the classroom today? How long had you been doing that?
12. What will you be doing before I walk into the classroom tomorrow? How long will you have been doing that?

□ **EXERCISE 5—SPELLING PRETEST (BOOKS CLOSED):** You will be using many verbs in their **-ing** and **-ed** forms in this chapter. Use this pretest to check yourself on spelling rules. On another piece of paper, write the words that your teacher says.

Example: (cry + -ed)

Teacher: Cried. I cried because I was sad. Cried.

Written Response: cried

- | | |
|--------------------|--------------------|
| 1. (hope + -ed) | 10. (occur + -ed) |
| 2. (dine + -ing) | 11. (start + -ing) |
| 3. (stop + -ed) | 12. (warn + -ed) |
| 4. (plan + -ing) | 13. (enjoy + -ed) |
| 5. (rain + -ed) | 14. (play + -ing) |
| 6. (wait + -ing) | 15. (study + -ing) |
| 7. (listen + -ing) | 16. (worry + -ed) |
| 8. (happen + -ed) | 17. (die + -ed) |
| 9. (begin + -ing) | 18. (lie + -ing) |

1-6 SPELLING OF *-ING* AND *-ED* FORMS

| | | |
|--|--|--|
| (1) VERBS THAT END IN <i>-E</i> | (a) hope hoping hoped date dating dated injure injuring injured | <i>-ING FORM:</i> If the word ends in <i>-e</i> , drop the <i>-e</i> and add <i>-ing</i> . [*] <i>-ED FORM:</i> If the word ends in <i>-e</i> , just add <i>-d</i> . |
| (2) VERBS THAT END IN A VOWEL AND A CONSONANT | ONE-SYLLABLE VERBS | |
| | (b) stop stopping stopped rob robbing robbed beg begging begged | 1 vowel → 2 consonants ^{**} |
| | (c) rain raining rained fool fooling fooled dream dreaming dreamed | 2 vowels → 1 consonant |
| | TWO-SYLLABLE VERBS | |
| | (d) listen listening listened offer offering offered open opening opened | 1st syllable stressed → 1 consonant |
| | (e) begin beginning (began) prefer preferring preferred control controlling controlled | 2nd syllable stressed → 2 consonants |
| (3) VERBS THAT END IN TWO CONSONANTS | (f) start starting started fold folding folded demand demanding demanded | If the word ends in two consonants, just add the ending. |
| (4) VERBS THAT END IN <i>-Y</i> | (g) enjoy enjoying enjoyed pray praying prayed buy buying (bought) | If <i>-y</i> is preceded by a vowel, keep the <i>-y</i> . |
| | (h) study studying studied try trying tried reply replying replied | If <i>-y</i> is preceded by a consonant: <i>-ING FORM:</i> keep the <i>-y</i> , add <i>-ing</i> . <i>-ED FORM:</i> change <i>-y</i> to <i>-i</i> , add <i>-ed</i> . |
| (5) VERBS THAT END IN <i>-IE</i> | (i) die dying died lie lying lied tie tying tied | <i>-ING FORM:</i> Change <i>-ie</i> to <i>-y</i> , add <i>-ing</i> . <i>-ED FORM:</i> Add <i>-d</i> . |

^{*}Exception: If a verb ends in *-ee*, the final *-e* is not dropped: *seeing, agreeing, freeing*.

^{**}Exception: *-w* and *-x* are not doubled: *plow → plowed; fix → fixed*.

☐ **EXERCISE 6:** Give the correct **-ing** form for the following.

- | | |
|--------------------------|------------|
| 1. hold → <i>holding</i> | 9. act |
| 2. hide | 10. pat |
| 3. run | 11. open |
| 4. ruin | 12. begin |
| 5. come | 13. earn |
| 6. write | 14. fry |
| 7. eat | 15. die |
| 8. sit | 16. employ |

☐ **EXERCISE 7:** Give the correct **-ing** and **-ed** forms for the following.

- | | |
|----------------------------------|-----------|
| 1. boil → <i>boiling, boiled</i> | 9. plan |
| 2. try | 10. tie |
| 3. stay | 11. help |
| 4. tape | 12. study |
| 5. tap | 13. admit |
| 6. offer | 14. visit |
| 7. prefer | 15. hug |
| 8. gain | 16. rage |

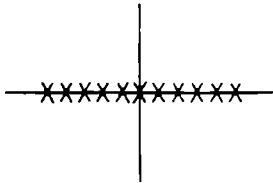
☐ **EXERCISE 8:** Give the correct **-ed** form for the following.

- | | |
|--------------|-------------|
| 1. bore | 6. loot |
| 2. jar | 7. point |
| 3. jeer | 8. ripen |
| 4. intensify | 9. refer |
| 5. sob | 10. destroy |

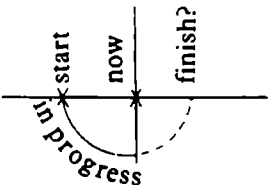
☐ **EXERCISE 9:** Give the correct **-ing** form for the following.

- | | |
|---------|----------|
| 1. raid | 6. argue |
| 2. ride | 7. tame |
| 3. bid | 8. teem |
| 4. bury | 9. trim |
| 5. lie | 10. harm |

1-7 SIMPLE PRESENT

| | | |
|---|---|--|
|  | <p>(a) Water consists of hydrogen and oxygen.</p> <p>(b) Most animals kill only for food.</p> <p>(c) The world is round.</p> | The simple present says that something was true in the past, is true in the present, and will be true in the future. It is used for <i>general statements of fact</i> . |
| | <p>(d) I study for two hours every night.</p> <p>(e) My classes begin at nine.</p> <p>(f) He always eats a sandwich for lunch.</p> | The simple present is used to express <i>habitual or everyday activity</i> . |
| | <p>(g) I have only a dollar right now.</p> <p>(h) I don't recognize that man.</p> <p>(i) He needs a pen right now.</p> | Certain verbs are not used in the progressive tenses. (See Chart 1-9.) With these verbs, the simple present may indicate a situation that exists right now, at the moment of speaking. |

1-8 PRESENT PROGRESSIVE

| | | |
|---|---|---|
|  | <p>(j) John is sleeping right now.</p> <p>(k) I need an umbrella because it is raining.</p> <p>(l) John and Mary are talking on the phone.</p> | The present progressive expresses an activity that is <i>in progress at the moment of speaking</i> . It began in the recent past, is continuing at present, and will probably end at some point in the future. |
| | <p>(m) I am taking five courses this semester.</p> <p>(n) John is trying to improve his work habits.</p> <p>(o) She is writing another book this year.</p> | Often the activity is of a general nature: something generally in progress this week, this month, this year. Note (o): The sentence means that writing a book is a general activity she is engaged in at present, but it does not mean that at the moment of speaking she is sitting at her desk with pen in hand. |

□ **EXERCISE 10:** Use either the **SIMPLE PRESENT** or the **PRESENT PROGRESSIVE** of the verbs in parentheses.

1. Diane can't come to the phone because she (*wash*) is washing her hair.
2. Diane (*wash*) _____ her hair every other day or so.
3. Kathy (*sit, usually**) _____ in the front row during class, but today she (*sit*) _____ in the last row.
4. Please be quiet. I (*try*) _____ to concentrate.
5. (*Lock, you, always**) _____ the door to your apartment when you leave?
6. I wrote to my friend last week. She hasn't answered my letter yet. I (*wait, still**) _____ for a reply.
7. After three days of rain, I'm glad that the sun (*shine*) _____ again today.
8. Every morning, the sun (*shine*) _____ in my bedroom window and (*wake*) _____ me up.
9. A: Look! It (*snow*) _____.
B: It's beautiful! This is the first time I've ever seen snow. It (*snow, not**) _____ in my country.
10. Mike is a student, but he (*go, not**) _____ to school right now because it's summer. He (*attend*) _____ college from September to May every year, but in the summers he (*have, usually**) _____ a job at the post office. In fact, he (*work*) _____ there this summer.

□ **EXERCISE 11—ORAL:** On a piece of paper, write one direction that you want a classmate to follow. Examples: *Stand up. Smile. Open the door. Sneeze.*

(To the teacher: Collect and then redistribute the directions. Ask each student in turn to perform the required action, and have another student use the present progressive to describe this action.)

*See Appendix 1 for usual placement of midsentence adverbs (Chart A-4), for question forms (Chart B-1), and for negative forms (Chart C-1).

1-9 NONPROGRESSIVE VERBS

| | | | | |
|---|--|---|--|--|
| NONPROGRESSIVE (a) Ali <i>knows</i> this grammar. | | Some verbs are <i>nonprogressive</i> : they are not used in any of the progressive tenses. These verbs describe states (i.e., conditions that exist); they do not describe activities that are in progress. In (a): “Ali knows” describes a mental state that exists. | | |
| PROGRESSIVE (b) Kim <i>is reading</i> about this grammar. | | COMPARE: In (b): “Kim is reading” is an activity in progress. Progressive tenses can be used with the verb <i>read</i> but not with the verb <i>know</i> . | | |
| COMMON NONPROGRESSIVE VERBS | | | | |
| (1) MENTAL STATE | <i>know</i> <i>realize</i> <i>understand</i> <i>recognize</i> | <i>believe</i> <i>feel</i> <i>suppose</i> <i>think*</i> | <i>imagine</i> <i>doubt</i> <i>remember</i> <i>forget</i> | <i>want</i> <i>need</i> <i>prefer</i> <i>mean</i> |
| (2) EMOTIONAL STATE | <i>love</i> <i>like</i> <i>appreciate</i> | <i>hate</i> <i>dislike</i> | <i>fear</i> <i>envy</i> | <i>mind</i> <i>care</i> |
| (3) POSSESSION | <i>possess</i> | <i>have*</i> | <i>own</i> | <i>belong</i> |
| (4) SENSE PERCEPTIONS | <i>taste*</i> <i>smell*</i> | <i>hear</i> <i>feel*</i> | <i>see*</i> | |
| (5) OTHER EXISTING STATES | <i>seem</i> <i>look*</i> <i>appear*</i> | <i>cost</i> <i>owe</i> <i>weigh*</i> | <i>be*</i> <i>exist</i> | <i>consist of</i> <i>contain</i> <i>include</i> |

*Verbs with an asterisk are also commonly used as progressive verbs, with a difference in meaning, as in the following examples:

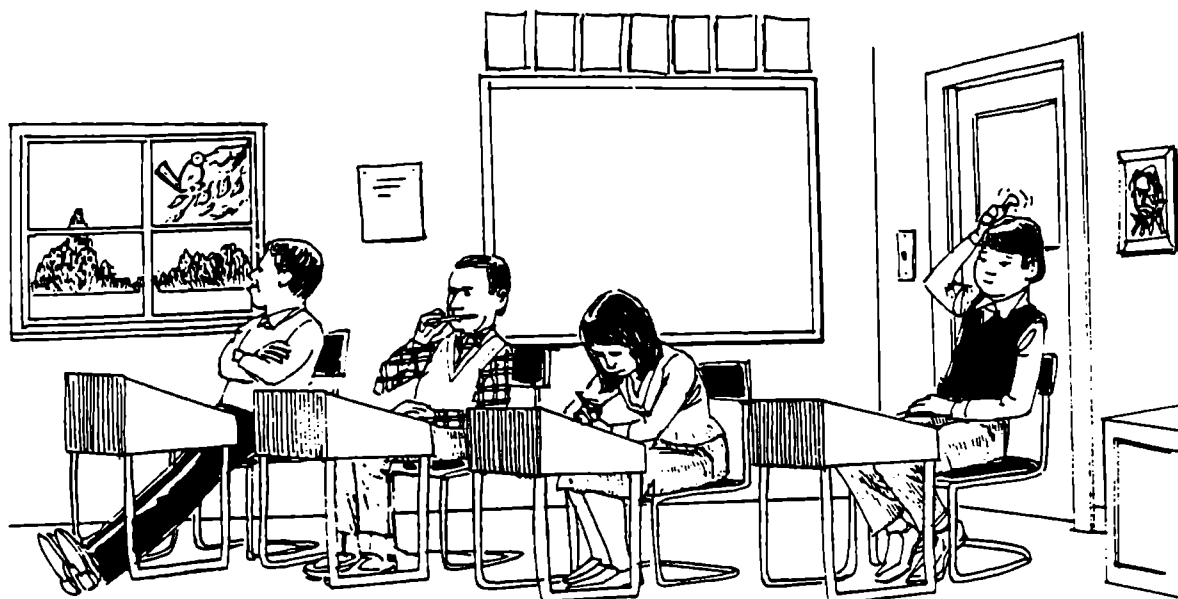
| | NONPROGRESSIVE (<i>existing state</i>) | PROGRESSIVE (<i>activity in progress</i>) |
|---------------|--|---|
| <i>think</i> | I <i>think</i> he is a kind man. | I <i>am thinking</i> about this grammar. |
| <i>have</i> | He <i>has</i> a car. | I <i>am having</i> trouble. She <i>is having</i> a good time. |
| <i>taste</i> | This food <i>tastes</i> good. | The chef <i>is tasting</i> the sauce. |
| <i>smell</i> | These flowers <i>smell</i> good. | Don <i>is smelling</i> the roses. |
| <i>see</i> | I <i>see</i> a butterfly. <i>Do</i> you <i>see</i> it? | The doctor <i>is seeing</i> a patient. |
| <i>feel</i> | The cat's fur <i>feels</i> soft. | Sue <i>is feeling</i> the cat's fur. |
| <i>look</i> | She <i>looks</i> cold. I'll lend her my coat. | I <i>am looking</i> out the window. |
| <i>appear</i> | He <i>appears</i> to be asleep. | The actor <i>is appearing</i> on the stage. |
| <i>weigh</i> | A piano is heavy. It <i>weighs</i> a lot. | The grocer <i>is weighing</i> the bananas. |
| <i>be</i> | I <i>am</i> hungry. | Tom <i>is being</i> foolish.** |

**COMPARE:

- (a) *Bob is foolish.* = Foolishness is one of Bob's usual characteristics.
 - (b) *Tom is being foolish.* = Right now, at the moment of speaking, Tom is doing something that the speaker considers foolish.
- The verb *be* (+ *an adjective*) is used in the progressive to describe a temporary characteristic. Very few adjectives are used with *be* in the progressive; some of the most common are: *foolish, nice, kind, lazy, careful, patient, silly, rude, polite, impolite.*

□ **EXERCISE 12:** Use either the **SIMPLE PRESENT** or the **PRESENT PROGRESSIVE** of the verbs in parentheses.

1. I can't afford that ring. It (*cost*) costs too much.
2. Look. It (*begin*) _____ to rain. Unfortunately, I (*have*, *not**) _____ my umbrella with me. Tom is lucky. He (*wear*) _____ a raincoat.
3. I (*own*, *not*) _____ an umbrella. I (*wear*) _____ a waterproof hat on rainy days.
4. Right now I (*look*) _____ around the classroom. Yoko (*write*) _____ in her book. Carlos (*bite*) _____ his pencil. Wan-Ning (*scratch*) _____ his head. Ahmed (*stare*) _____ out the window. He (*seem*) _____ to be daydreaming, but perhaps he (*think*) _____ hard about verb tenses. What (*think*, *you*) _____ Ahmed (*do*) _____?



*A form of **do** is usually used in the negative when the main verb is **have** (especially in American English but also commonly in British English); e.g., *I don't have a car*. Using **have** without a form of **do** is also possible but less common: *I haven't a car*.

5. There's a book on my desk, but it (*belong, not*) _____
_____ to me.
6. Dennis (*fix*) _____ the roof of his house today, and he
(*need*) _____ some help. Can you help him?
7. Barbara (*tutor, often*) _____ other students in her math
class. This afternoon she (*help*) _____ Steve with his math
assignment because he (*understand, not*) _____ the
material they (*work*) _____ on in their class this week.
8. Right now I (*look*) _____ at Janet. She (*look*) _____
angry. I wonder what's the matter. She (*have*) _____
a frown on her face. She certainly (*have, not*) _____
any fun right now.
9. A: Who is that woman who (*stand*) _____ next to
the window?
B: Which woman? (*Talk, you*) _____ about the
woman who (*wear*) _____ the blue and gold dress?
A: No, I (*talk, not*) _____ about her. I (*mean*)
_____ the woman who (*wear*) _____
the blue suit.
B: Oh. I (*know, not*) _____. I (*recognize, not*) _____
_____ her.
10. A: Close your eyes. Now listen carefully. What (*hear, you*) _____
_____? What (*do, I*) _____?
B: I (*believe*) _____ you (*rub*) _____
the top of your desk with your hand.
A: Close, but not exactly right. Try again. (*Listen, you*) _____
_____ carefully?
B: Aha! You (*rub*) _____ your hands together.
A: Right!

- ☐
EXERCISE 13—WRITTEN: Go to a place where there are many people (or *imagine* yourself to be in such a place). Describe the activities you *observe*. Let your reader see what you see; draw a “picture” by using words.
 Use present tenses. Begin your writing with a description of your own immediate activities; e.g., *I am sitting on a bench at the zoo.*

1-10
USING THE PRESENT PROGRESSIVE WITH ALWAYS

| | |
|--|---|
| (a) Mary <i>always leaves</i> for school at 7:45. | In sentences referring to present time, usually the simple present is used with <i>always</i> to describe habitual or everyday activities, as in (a). |
| (b) Mary <i>is always leaving</i> her dirty socks on the floor for me to pick up! Who does she think I am? Her maid? | In special circumstances, a speaker may use the present progressive with <i>always</i> to complain, i.e., to express annoyance or anger, as in (b).* |
| (c) I <i>am always/forever/constantly picking</i> up Mary’s dirty socks! | In addition to <i>always</i> , the words <i>forever</i> and <i>constantly</i> are used with the present progressive to express annoyance. |

*COMPARE: “*Mary is always leaving her dirty socks on the floor*” expresses annoyance.
 “*Mary always leaves her dirty socks on the floor*” is a statement of fact in which the speaker is not necessarily expressing an attitude of annoyance. Annoyance may, however, be included in the speaker’s tone of voice.

- ☐
EXERCISE 14—ORAL: Assume you have a roommate named Jack who has many bad habits. These bad habits annoy you. Pretend you are speaking to a friend and complaining about Jack. Use the present progressive. Use *always*, *constantly*, or *forever* in each sentence. Say your sentence aloud with some annoyance, impatience, or anger in your voice.

Here is a list of some of Jack’s bad habits:

1. He messes up the kitchen. → *He’s always messing up the kitchen!*
 2. He leaves his dirty dishes on the table.
 3. He borrows my clothes without asking me.
 4. He brags about himself.
 5. He tries to show me that he’s smarter than I.
 6. He cracks his knuckles while I’m trying to study.

7. I like fresh air and like to have the windows open, but he closes the windows.

8. *Complete the following with your own words.*

A: I really don't know if I can stand to have Sue for a roommate one more day. She's driving me crazy.

B: Oh? What's wrong?

A: Well, for one thing she's always _____.

B: Really?

A: And not only that. She's forever _____.

B: That must be very inconvenient for you.

A: It is. And what's more, she's constantly _____.

Can you believe that? And she's always _____.

B: I think you're right. You need to find a new roommate.

1-11 REGULAR AND IRREGULAR VERBS

| REGULAR VERBS: The simple past and past participle end in <i>-ed</i> . | | | | English verbs have four principal parts: (1) simple form (2) simple past (3) past participle (4) present participle |
|--|-----------------|-----------------|--------------------|---|
| SIMPLE FORM | SIMPLE PAST | PAST PARTICIPLE | PRESENT PARTICIPLE | |
| <i>hope</i> | <i>hoped</i> | <i>hoped</i> | <i>hoping</i> | |
| <i>stop</i> | <i>stopped</i> | <i>stopped</i> | <i>stopping</i> | |
| <i>listen</i> | <i>listened</i> | <i>listened</i> | <i>listening</i> | |
| <i>study</i> | <i>studied</i> | <i>studied</i> | <i>studying</i> | |
| <i>start</i> | <i>started</i> | <i>started</i> | <i>starting</i> | |
| IRREGULAR VERBS: The simple past and past participle do not end in <i>-ed</i> . | | | | Some verbs have irregular past forms. Most of the irregular verbs in English are given in the following alphabetical list. |
| SIMPLE FORM | SIMPLE PAST | PAST PARTICIPLE | PRESENT PARTICIPLE | |
| <i>break</i> | <i>broke</i> | <i>broken</i> | <i>breaking</i> | |
| <i>come</i> | <i>came</i> | <i>come</i> | <i>coming</i> | |
| <i>find</i> | <i>found</i> | <i>found</i> | <i>finding</i> | |
| <i>hit</i> | <i>hit</i> | <i>hit</i> | <i>hitting</i> | |
| <i>swim</i> | <i>swam</i> | <i>swum</i> | <i>swimming</i> | |

AN ALPHABETICAL LIST OF IRREGULAR VERBS

| SIMPLE FORM | SIMPLE PAST | PAST PARTICIPLE | SIMPLE FORM | SIMPLE PAST | PAST PARTICIPLE |
|-------------|-------------|-----------------|-------------|-------------|-----------------|
| arise | arose | arisen | forbid | forbade | forbidden |
| be | was, were | been | forecast | forecast | forecast |
| bear | bore | borne/born | forget | forgot | forgotten |
| beat | beat | beaten/beat | forgive | forgave | forgiven |
| become | became | become | forsake | forsook | forsaken |
| begin | began | begun | freeze | froze | frozen |
| bend | bent | bent | get | got | gotten* |
| bet | bet | bet* | give | gave | given |
| bid | bid | bid | go | went | gone |
| bind | bound | bound | grind | ground | ground |
| bite | bit | bitten | grow | grew | grown |
| bleed | bled | bled | hang | hung | hung |
| blow | blew | blown | have | had | had |
| break | broke | broken | hear | heard | heard |
| breed | bred | bred | hide | hid | hidden |
| bring | brought | brought | hit | hit | hit |
| broadcast | broadcast | broadcast | hold | held | held |
| build | built | built | hurt | hurt | hurt |
| burst | burst | burst | keep | kept | kept |
| buy | bought | bought | know | knew | known |
| cast | cast | cast | lay | laid | laid |
| catch | caught | caught | lead | led | led |
| choose | chose | chosen | leave | left | left |
| cling | clung | clung | lend | lent | lent |
| come | came | come | let | let | let |
| cost | cost | cost | lie | lay | lain |
| creep | crept | crept | light | lit/lighted | lit/lighted |
| cut | cut | cut | lose | lost | lost |
| deal | dealt | dealt | make | made | made |
| dig | dug | dug | mean | meant | meant |
| do | did | done | meet | met | met |
| draw | drew | drawn | mislay | mislaid | mislaid |
| eat | ate | eaten | mistake | mistook | mistaken |
| fall | fell | fallen | pay | paid | paid |
| feed | fed | fed | put | put | put |
| feel | felt | felt | quit | quit | quit* |
| fight | fought | fought | read | read | read |
| find | found | found | rid | rid | rid |
| fit | fit | fit* | ride | rode | ridden |
| flee | fled | fled | ring | rang | rung |
| fling | flung | flung | rise | rose | risen |
| fly | flew | flown | run | ran | run |

| SIMPLE FORM | SIMPLE PAST | PAST PARTICIPLE | SIMPLE FORM | SIMPLE PAST | PAST PARTICIPLE |
|-------------|---------------|-----------------|-------------|-------------|-----------------|
| say | said | said | sting | stung | stung |
| see | saw | seen | stink | stank/stunk | stunk |
| seek | sought | sought | strive | strove | striven |
| sell | sold | sold | strike | struck | struck/stricken |
| send | sent | sent | string | strung | strung |
| set | set | set | swear | swore | sworn |
| shake | shook | shaken | sweep | swept | swept |
| shed | shed | shed | swim | swam | swum |
| shine | shone/shined | shone/shined | swing | swung | swung |
| shoot | shot | shot | take | took | taken |
| show | showed | shown/showed | teach | taught | taught |
| shrink | shrank/shrunk | shrunk | tear | tore | torn |
| shut | shut | shut | tell | told | told |
| sing | sang | sung | think | thought | thought |
| sit | sat | sat | throw | threw | thrown |
| sleep | slept | slept | thrust | thrust | thrust |
| slide | slid | slid | understand | understood | understood |
| slit | slit | slit | undertake | undertook | undertaken |
| speak | spoke | spoken | upset | upset | upset |
| speed | sped/speeded | sped/speeded | wake | woke/waked | woken/waked |
| spend | spent | spent | wear | wore | worn |
| spin | spun | spun | weave | wove | woven |
| spit | spit/spat | spit/spat | weep | wept | wept |
| split | split | split | win | won | won |
| spread | spread | spread | wind | wound | wound |
| spring | sprang/sprung | sprung | withdraw | withdrew | withdrawn |
| stand | stood | stood | wring | wrung | wrung |
| steal | stole | stolen | write | wrote | written |
| stick | stuck | stuck | | | |

*The following are some differences in verb forms between American English and British English:

American

bet-bet-bet
fit-fit-fit
get-got-gotten
quit-quit-quit

British

bet-bet-bet OR bet-betted-betted
fit-fitted-fitted
get-got-got
quit-quitted-quitted

American: *burn, dream, kneel, lean, leap, learn, smell, spell, spill, spoil* are usually regular: *burned, dreamed, kneeled, leaned, leaped, etc.*

British: simple past and past participle forms of these verbs can be regular but more commonly end with *-t*: *burnt, dreamt, knelt, leant, leapt, learnt, smelt, spelt, spilt, spoilt*.

□ **EXERCISE 15—ORAL:** Practice pronouncing the following past forms of **regular verbs**.

GROUP A: Final **-ed** is pronounced /t/ after voiceless sounds:

- | | |
|------------|------------|
| 1. looked | 5. pushed |
| 2. asked | 6. watched |
| 3. helped | 7. dressed |
| 4. laughed | 8. boxed |

GROUP B: Final **-ed** is pronounced /d/ after voiced sounds:

- | | |
|--------------|-------------|
| 9. sobbed | 13. roamed |
| 10. believed | 14. judged |
| 11. filled | 15. enjoyed |
| 12. poured | 16. dried |

GROUP C: Final **-ed** is pronounced /əd/ after **-d** and **-t**:

- | | |
|--------------|-------------|
| 17. needed | 21. waited |
| 18. defended | 22. rested |
| 19. added | 23. counted |
| 20. loaded | 24. halted |

Practice the following sentences aloud.

25. My friend jumped up and down and shouted when she heard the news.
26. The concert lasted for two hours.
27. With the coming of spring, the river flooded and inundated several villages.
28. She tapped the top of her desk.
29. He described his house.
30. They demanded to know the answer.
31. The airplane departed at six and landed at eight.
32. Alice pushed and I pulled.
33. He handed me his dictionary.
34. Jack tooted his horn.
35. They asked us to help them.

□ **EXERCISE 16—ORAL (BOOKS CLOSED):** This and the following three exercises are quick oral reviews of irregular verbs. In this exercise, answer with “yes” and a complete sentence.*

*Usually a short answer is given to a yes/no question. *Example:*

A: *Did you sit down?*

B: *Yes, I did. (short answer)*

In this exercise you are asked to give a full answer so that you can review the simple past of irregular verbs. Which irregular verbs come easily for you? Which ones are a little more troublesome? Which ones don't you know?

Example: Did you sit down?

Response: Yes, I sat down.

- | | |
|--|--|
| 1. Did you drink some coffee before class? | 14. Did you hurt yourself when you fell? |
| 2. Did you bring your books to class? | 15. Did you fly to (<i>this city</i>)? |
| 3. Did you forget your briefcase? | 16. Did you wear a coat to class? |
| 4. Did you shake your head? | 17. Did you hang your coat on a hook? |
| 5. Did you catch the bus this morning? | 18. Did you eat lunch? |
| 6. Did you drive to school? | 19. Did you take chemistry in high school? |
| 7. Did you lose your book? | 20. Did you ride the bus to school? |
| 8. Did you find your book? | 21. Did you swear to tell the truth? |
| 9. Did you wind your watch this morning? | 22. I made a mistake. Did you forgive me? |
| 10. Did you understand what I said? | 23. Did you write a letter to your family? |
| 11. Did you tell your friend the news? | 24. Did you bite the dog??? |
| 12. Did you spread the news? | |
| 13. Did you fall on the ice? | |

□ **EXERCISE 17—ORAL (BOOKS CLOSED):** Answer, “No, Someone else”

Example: Did you shut the door?

Response: No, someone else shut the door.

1. Did you make a mistake?
2. Did you break that window?
3. Did you steal my wallet?
4. Did you take my piece of paper?
5. Did you draw that picture?
6. Did you sweep the floor this morning?
7. Did you teach class yesterday?
8. Did you dig that hole in the garden?
9. Did you feed the cat?
10. Did you hide my book from me?
11. Did you blow that whistle?
12. Did you throw a piece of chalk out the window?
13. Did you tear that piece of paper?
14. Did you build that house?
15. Did you speak to (. . .)?

□ EXERCISE 18—ORAL (BOOKS CLOSED): Answer with “yes.”

Example: Did you sit down?

Response: Yes, I sat down.

1. Did you give me some money?
2. Did you stand at the bus stop?
3. Did you choose the blue pen?
4. Did you run to class this (*morning*)?
5. Did you sleep well last night?
6. Did you hear that noise outside the window?
7. Did you withdraw some money from the bank?
8. Did you wake up at seven this morning?
9. Did you swim in the ocean?
10. Did you go home after class yesterday?
11. Did you bend your elbow?
12. Did you send a letter?
13. Did you sing a song?
14. Did you stick your hand in your pocket?
15. Did you grind the pepper?
16. Did you strike the desk with your hand?
17. Did you light a match?
18. Did you mean what you said?
19. Did you hold your hand up?
20. Did you speak to (. . .)?

□ EXERCISE 19—ORAL (BOOKS CLOSED): Answer with “yes.”

Example: Did the students come to class?

Response: Yes, they came to class.

1. Did class begin at (*nine*)?
2. Did the sun rise at six this morning?
3. Did you cut your finger?
4. Did it bleed when you cut it?
5. Did the grass grow after the rain?
6. Did a bee sting you?
7. Did the telephone ring?
8. Did the water freeze?
9. Did your friend quit school?
10. Did the soldiers fight?
11. Did the thief creep into the room?
12. Did the policeman shoot at the thief?

13. Did the thief flee?
14. Did your team win the game yesterday?
15. Did your car slide on the ice?
16. Did the door swing open?
17. Did the children blow up some balloons?
18. Did the balloons burst?
19. Did the radio station broadcast the news?
20. Did you know all of the irregular verbs?

□ **EXERCISE 20:** Some of the verbs in the irregular verb list can be troublesome. Many native speakers find some of these verbs troublesome, too, especially *lay* and *lie*. Study the examples. (See Appendix 1, Chart A-1 for more information about transitive and intransitive verbs.)

| TRANSITIVE (followed by an object) | INTRANSITIVE (not followed by an object) |
|---|--|
| (a) <i>raise, raised, raised</i> Tom raised his head. | (b) <i>rise, rose, risen</i> The sun rises in the east. |
| (c) <i>set, set, set</i> I will set the book on the desk. | (d) <i>sit, sat, sat</i> I sit in the front row. |
| (e) <i>lay, laid, laid</i> I am laying the book on the desk. | (f) <i>lie, * lay, lain</i> He is lying on his bed. |
| (g) <i>hang, hung, hung</i> I hung my clothes in the closet. (h) <i>hang, hanged, hanged</i> They hanged the criminal by the neck until he was dead. | |

**Lie* is a regular verb (*lie, lied*) when it means “not tell the truth”: *He lied to me about his age.*

Choose the correct word in parentheses.

1. The student (raised, rose) his hand in class.
2. Hot air (raises, rises).
3. Ann (set, sat) in a chair because she was tired.
4. I (set, sat) your dictionary on the table a few minutes ago.
5. Hens (lay, lie) eggs.
6. Al is (laying, lying) on the grass in the park right now.
7. Jan (laid, lay) the comb on top of the dresser a few minutes ago.
8. If you are tired, you should (lay, lie) down and take a nap.
9. San Francisco (lay, lies) to the north of Los Angeles.
10. We (hanged, hung) the picture on the wall.

1-12 SIMPLE PAST

| | | |
|--|--|--|
| | <p>(a) I walked to school yesterday.</p> <p>(b) He lived in Paris for ten years, but now he is living in Rome.</p> <p>(c) I bought a new car three days ago.</p> | The simple past indicates that an activity or situation <i>began and ended at a particular time in the past.</i> |
| | <p>(d) I stood under a tree <i>when it began to rain.</i></p> <p>(e) <i>When she heard a strange noise,</i> she got up to investigate.</p> <p>(f) <i>When I dropped my cup,</i> the coffee spilled on my lap.</p> | If a sentence contains when and has the simple past in both clauses, the action in the “ when clause” happens first. In (d): 1st: The rain began. 2nd: I stood under a tree. |

1-13 PAST PROGRESSIVE

| | | |
|--|---|---|
| | <p>(g) I was walking down the street when it began to rain.</p> <p>(h) While I was walking down the street, it began to rain.</p> <p>(i) I was standing under a tree when it began to rain.</p> <p>(j) At eight o'clock last night, I was studying.</p> <p>(k) Last year at this time, I was attending school.</p> | <p>In (g): 1st: I was walking down the street. 2nd: It began to rain.</p> <p>In other words, both actions occurred at the <i>same</i> time, but <i>one action began earlier and was in progress when the other action occurred.</i></p> <p>In (j): My studying began before 8:00, was in progress at that time, and probably continued.</p> |
| | <p>(l) While I was studying in one room of our apartment, my roommate was having a party in the other room.</p> | Sometimes the past progressive is used in both parts of a sentence when two actions are in progress simultaneously. |
| | <p>(m) It rained this morning.</p> <p>(n) It was raining this morning.</p> | In some cases, the simple past and the past progressive give almost the same meaning, as in (m) and (n). |

❑ EXERCISE 24: Use the SIMPLE PAST or the PAST PROGRESSIVE in the following.

1. I am sitting in class right now. I (sit) was sitting in class at this exact same time yesterday.

2. I don't want to go to the zoo today because it is raining. The same thing happened yesterday. I (*want, not*) _____ to go to the zoo because it (*rain*) _____.
3. I (*call*) _____ Roger at nine last night, but he (*be, not*) _____ at home. He (*study*) _____ at the library.
4. I (*hear, not*) _____ the thunder during the storm last night because I (*sleep*) _____.
5. It was beautiful yesterday when we went for a walk in the park. The sun (*shine*) _____. A cool breeze (*blow*) _____. The birds (*sing*) _____.
6. My brother and sister (*argue*) _____ about something when I (*walk*) _____ into the room.
7. I got a package in the mail. When I (*open*) _____ it, I (*find*) _____ a surprise.
8. Tommy went to his friends' house, but the boys (*be, not*) _____ there. They (*play*) _____ soccer in the vacant lot down the street.
9. Stanley (*climb*) _____ the stairs when he (*trip*) _____ and (*fall*) _____. Luckily, he (*hurt, not*) _____ himself.
10. While Mrs. Emerson (*read*) _____ the little boy a story, he (*fall*) _____ asleep, so she (*close*) _____ the book and quietly (*tiptoe*) _____ out of the room.
11. I really enjoyed my vacation last January. While it (*snow*) _____ in Iowa, the sun (*shine*) _____ in Florida. While you (*shovel*) _____ snow in Iowa, I (*lie*) _____ on the beach in Florida.
12. While Ted (*shovel*) _____ snow from his driveway yesterday, his wife (*bring*) _____ him a cup of hot chocolate.

□ EXERCISE 22: Use the SIMPLE PAST or the PAST PROGRESSIVE.

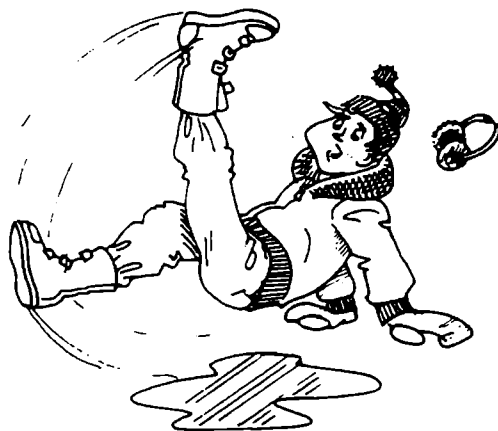
1. I (*have, almost*) _____ a car accident last night. I (*drive*) _____ down Washington Avenue when suddenly I (*see*) _____ a car in my lane. It (*come*) _____ right at my car. I (*step*) _____ on the brakes and (*swerve*) _____ to the right. The other car (*miss, just*) _____ my car by about an inch.
2. Ten years ago, the government (*decide*) _____ to begin a food program. At that time, many people in the rural areas of the country (*starve*) _____ due to several years of drought.
3. It was my first day of class. I (*find, finally*) _____ the right room. The room (*be, already*) _____ full of students. On one side of the room, students (*talk, busily*) _____ to each other in Spanish. Other students (*speak*) _____ Japanese, and some (*converse*) _____ in Arabic. It sounded like the United Nations. Some of the students, however, (*sit, just*) _____ quietly by themselves. I (*choose*) _____ an empty seat in the last row and (*sit*) _____ down. In a few minutes, the teacher (*walk*) _____ into the room and all the multilingual conversation (*stop*) _____.
4. A: (*Hear, you*) _____ what she just said?
B: No, I (*listen, not*) _____. I (*think*) _____ about something else.
5. A: Why weren't you at the meeting?
B: I (*wait*) _____ for an overseas call from my family.
6. A: I'm sure you met Tim Jones at the party last night.
B: I don't remember him. What (*wear, he*) _____?

7. A: What's wrong with your foot?

B: I (*step*) _____ on a bee while I (*run*) _____
_____ barefoot through the grass. It (*sting*) _____
_____ me.

8. A: How (*break, you*) _____ your arm?

B: I (*slip*) _____ on the ice while I (*cross*) _____
_____ the street in front of the dorm.



1-14 USING EXPRESSIONS OF PLACE WITH PROGRESSIVE TENSES

- | | |
|---|--|
| <p>(a) Kay is studying in her room.</p> <p>(b) Kay is in her room studying.</p> <p>(c) Jack was in bed reading a book when I came.</p> | <p>An expression of place can sometimes come between the auxiliary <i>be</i> and the -ing verb in a progressive tense, as in (b) and (c).</p> |
|---|--|

☐ EXERCISE 23: In the following, change the position of the expression of place.

1. Sally is listening to music in her room. → *Sally is in her room listening to music.*
2. Roy is taking a nap on the couch.
3. Anita was attending a conference in England last month.
4. The teacher is correcting papers at her desk.
5. Some of the students were late to class because they were playing soccer at the park.

Complete the following: Use the **PRESENT PROGRESSIVE** or the **PAST PROGRESSIVE**. Use the expression of place in parentheses.

6. A: Where's Joan? (*at the library*)
B: She's at the library studying for a test.
7. A: Is Mark here? (*upstairs*)
B: Yes. _____
8. A: Have you seen Professor Marx? (*in her office*)
B: Yes. _____
9. A: Where's your mother, Jimmy? (*in the kitchen*)
B: _____
10. A: Ahmed was absent yesterday. Where was he? (*at home*)
B: _____
11. A: Was Mr. Rivera out of town last week? (*in New York*)
B: Yes. _____

Add expressions of place between be and the -ing verb.

12. My sister is visiting some relatives. → *My sister is in Chicago visiting some relatives.*
13. I'm back to work now, but a month ago I was lying in the sun.
14. We are studying English grammar.
15. No one could see the thief because he was hiding from the police.
16. When I saw Diana, she was trying to find out what she was supposed to do.

- ☐ **EXERCISE 24:** Come to class prepared to do a pantomime. While you are doing your pantomime, the rest of the class will try to determine what you are doing and then, when you are finished, will describe what you did, step by step.

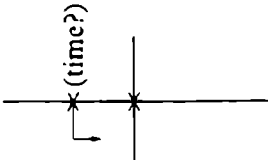
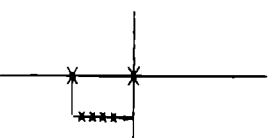
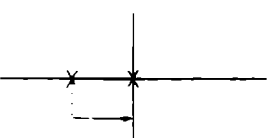
Examples of subjects for a pantomime:

- (a) threading a needle and sewing on a button
- (b) washing dishes, and perhaps breaking one
- (c) bowling
- (d) reading a newspaper while eating breakfast

(To the teacher: Suggested time limit for each pantomime: two minutes. In all, each pantomime and the oral description should take no more than four or five minutes. The intention is that a few pantomimes be presented each day for the rest of the time spent working on verb tenses.)

- **EXERCISE 25—WRITTEN:** In writing, describe one or more of the pantomimes that are performed by your classmates. Give a title to the pantomime, and identify the pantomimist. Use a few “time words” to show the order in which the actions were performed; e.g., *first, next, then, after that, before, when, while*.

1-15 PRESENT PERFECT

| | | |
|---|---|--|
|  | <p>(a) They have moved into a new apartment.</p> <p>(b) Have you ever visited Mexico?</p> <p>(c) I have already seen that movie.</p> <p>(d) I have never seen snow.</p> | <p>The present perfect expresses the idea that something happened (or never happened) <i>before now, at an unspecified time in the past</i>. The exact time it happened is not important.</p> <p>If there is a specific mention of time, the simple past is used: <i>I saw that movie last night.</i></p> |
|  | <p>(e) We have had four tests so far this semester.</p> <p>(f) I have written my wife a letter every other day for the last two weeks.</p> <p>(g) I have met many people since I came here in June.</p> <p>(h) I have flown on an airplane many times.</p> | <p>The present perfect also expresses the <i>repetition of an activity before now</i>. The exact time of each repetition is not important.</p> |
|  | <p>(i) I have been here <i>since seven o'clock</i>.</p> <p>(j) We have been here <i>for two weeks</i>.</p> <p>(k) I have had this same pair of shoes <i>for three years</i>.</p> <p>(l) I have liked cowboy movies <i>ever since I was a child</i>.</p> <p>(m) I have known him <i>for many years</i>.</p> | <p>The present perfect also, when used with for or since, expresses a situation that <i>began in the past and continues to the present</i>.</p> <p>In the examples, notice the difference between since and for:</p> <p><i>since</i> + a particular time <i>for</i> + a duration of time</p> |

☐ **EXERCISE 26:** Use the SIMPLE PAST or the PRESENT PERFECT. In some sentences, either tense is possible but the meaning is different.

1. I (*attend, not*) haven't attended any parties since I came here.
2. Al (*go*) _____ to a party at Sam's apartment last Saturday night.
3. Bill (*arrive*) _____ here three days ago.
4. Bill (*be*) _____ here since the 22nd.
5. Try not to be absent from class again for the rest of the term. You (*miss, already*) _____ too many classes. You (*miss*) _____ two classes just last week.
6. Last January, I (*see*) _____ snow for the first time in my life.
7. In her whole lifetime, Anna (*see, never*) _____ snow.
8. I (*know*) _____ Greg Adams for ten years.
9. So far this week, I (*have*) _____ two tests and a quiz.
10. Up to now, Professor Williams (*give*) _____ our class five tests.

☐ **EXERCISE 27—ORAL (BOOKS CLOSED):** Answer the question in a complete sentence.

Example: How many tests have you taken since the beginning of the (*semester*)?

Response: I have taken (*three, several, many*) tests since the beginning of the (*semester*). OR: I haven't taken any tests since the beginning of the (*semester*).

1. How many books have you bought since the beginning of the (*semester*)?
2. How many letters have you gotten so far this month/week?
3. How many letters have you written since the beginning of the month/week?
4. How many questions have I asked so far?
5. How many times have you flown in an airplane?
6. How many people have you met since you came here?

7. How many classes have you missed since the beginning of the (*semester*)?
8. How many cups of coffee have you had since you got up this morning?
9. How many classes have you had so far today?
10. How many times have you eaten (*your native*) food/eaten at a restaurant since you came here?

□ **EXERCISE 28:** Complete the sentences with any appropriate time expressions.

1. Today is the 14th of June. I bought this book two weeks ago.
 I have had this book since June 1.
 I have had this book for two weeks.
2. I have a pen. I bought it _____ ago.
 I have had this pen for _____.
 I have had this pen since _____.
3. Today is _____. I moved to this city _____.
 _____.
 I have been in this city since _____.
 I have been here for _____.
4. It is 19____. I started going to school in 19____.
 I have been a student for _____.
 I have been a student since _____.
5. I first met our teacher _____.
 I have known her/him for _____.
 I have known her/him since _____.

□ **EXERCISE 29—ORAL (BOOKS CLOSED):** Answer the questions in complete sentences.

To the teacher: Following is an example of a possible exchange.

To Student A: When did you come to (this city/country)?
—I came here on June 2nd.

To Student B: How long has (Student A) been here?
—He/she has been here for two weeks.
Or, using since?
—He/she has been here since June 2nd.

1. **A:** When did you arrive (*in this city/country*)? **B:** How long has (. . .) been here?
2. **A:** When did you get to class today? **B:** How long has (. . .) been in class?
3. **A:** What time did you get up this morning? **B:** How long has (. . .) been up?
4. Who in this class owns a car/bicycle? **A:** When did you buy it? **B:** How long has (. . .) had a car/bicycle?
5. Who is wearing a watch? **A:** When did you get it? **B:** How long has (. . .) had his/her watch?
6. Who is married? **A:** When did you get married? **B:** How long has (. . .) been married?
7. **A:** Do you know (. . .)? When did you meet him/her? **B:** How long has (. . .) known (. . .)?
8. **A:** Is that your pen/notebook/pencil sharpener? When did you buy it? **B:** How long has (. . .) had his/her pen/notebook/pencil sharpener?

□ **EXERCISE 30—ORAL (BOOKS CLOSED):** To practice irregular past participles, begin your response with “I have never”

Example: see that movie

Response: I’ve never seen that movie.

- | | |
|--|--|
| 1. drive a truck | 20. bring a friend to class |
| 2. buy an airplane | 21. hold a snake |
| 3. read that book | 22. feed a lion |
| 4. break a window | 23. build a house |
| 5. draw a picture of yourself | 24. forget your name |
| 6. ride a horse | 25. wear a kimono |
| 7. eat paper | 26. drink Turkish coffee |
| 8. teach English | 27. understand Einstein’s theory of relativity |
| 9. catch a butterfly | 28. leave your umbrella at a restaurant |
| 10. make apple pie | |
| 11. win a prize | |
| 12. fly an airplane | |
| 13. sleep in a tent | |
| 14. write a letter to the President of the United States | |
| 15. lose your wallet | |
| 16. have a car accident | |
| 17. speak to (<i>a local personage</i>) | |
| 18. steal anything | |
| 19. fall off a mountain | |

- **EXERCISE 31—ORAL (BOOKS CLOSED):** *Student A:* Ask a question beginning with “Have you ever” *Student B:* Answer the question.

Example: break your arm.

Student A: Have you ever broken your arm?

Student B: Yes, I have. OR: No, I haven’t.

- | | |
|---|---|
| 1. climb a mountain | 18. drive (<i>a particular kind of car</i>) |
| 2. write a book | 19. fall asleep during class |
| 3. be in (<i>Japan</i>) | 20. have (<i>a particular kind of food</i>) |
| 4. tell a lie | |
| 5. smoke a cigar | |
| 6. ride a motorcycle | |
| 7. teach (<i>a particular subject</i>) | |
| 8. see a ghost | |
| 9. meet (. . .)’s parents | |
| 10. give a speech in English | |
| 11. eat (<i>Thai</i>) food | |
| 12. study biology | |
| 13. play a violin | |
| 14. go to (<i>a particular landmark in this city</i>) | |
| 15. walk on the moon | |
| 16. watch (<i>a particular TV show</i>) | |
| 17. take a course in chemistry | |

- **EXERCISE 32—ORAL:** *Have* and *has* (used as auxiliary verbs, not as main verbs) are usually contracted with personal pronouns in both speaking and informal writing. *Have* and *has* are often contracted with nouns and other words in informal speaking but not in writing. (See Appendix 1, Chart A-8.) Practice pronouncing contracted *have* and *has* in the following sentences.

1. You’ve been there. They’ve been there. She’s been there. We’ve all been there.
2. Mary has never been there. → “*Mary’s*” *never been there*.
3. The weather has been nice lately.
4. My neighbors have asked me over for dinner.
5. The teacher has never eaten hot Vietnamese food.
6. The teacher has a red tie. (*No contraction; has is the main verb.*)
7. My parents have lived in the same house for over thirty years.
8. My parents have a house.
9. Where have you been?
10. What have you done with my books?

☐
EXERCISE 33: Use the **SIMPLE PAST** or the **PRESENT PERFECT**.

- What (*learn, you*) _____ since you (*come*) _____ here? How many new friends (*make, you*) _____? I hope you (*meet, already*) _____ a lot of interesting people.
- Since classes began, I (*have, not*) _____ much free time. I (*have*) _____ several big tests to study for.
- Last night my roommate and I (*have*) _____ some free time, so we (*go*) _____ to a show.
- I admit that I (*get**) _____ older since I last (*see*) _____ you, but with any luck at all, I (*get, also*) _____ wiser.
- The science of medicine (*advance*) _____ a great deal in the nineteenth century.
- Since the beginning of the twentieth century, medical scientists (*make*) _____ many important discoveries.
- Libraries today are different from those in the 1800s. For example, the contents of libraries (*change*) _____ greatly through the years. In the 1800s, libraries (*be*) _____ simply collections of books. However, today most libraries (*become*) _____ multimedia centers that contain tapes, computers,

***COMPARE:**

| | |
|---|---|
| <p>(a) I have gotten (British: have got) four letters so far this week.</p> <p>(b) I have got a problem.</p> | <p>In (a): have gotten (have got) is present perfect.</p> <p>In (b): have got is NOT present perfect. In (b), have got means have: <i>I've got a problem.</i> = <i>I have a problem.</i> The expression have got is common in informal spoken English. Its meaning is present; it has no past form.</p> |
|---|---|

disks, films, magazines, music, and paintings. The role of the library in society (*change, also*) _____. In the 1800s, libraries (*be*) _____ open only to certain people, such as scholars or the wealthy. Today libraries serve everyone.

8. A: Are you taking Chemistry 101 this semester?

B: No, I (*take, already*) _____ it. I (*take*) _____ it last semester. This semester I'm in 102.

9. A: Hi, Judy. Welcome to the party. (*Meet, you, ever*) _____ my cousin?

B: No, I _____.

10. A: Do you like lobster?

B: I don't know. I (*eat, never*) _____ it.

11. A: Do you do much traveling?

B: Yes. I like to travel.

A: What countries (*visit, you*) _____?

B: Well, I (*be*) _____ in India, Turkey, Afghanistan, and Nepal, among others.

A: I (*be, never*) _____ in any of those countries. When (*be, you*) _____ in India?

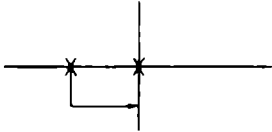
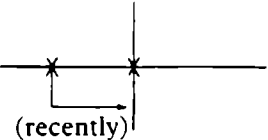
B: Two years ago. I (*visit, also*) _____ many of the countries in Central America. I (*take*) _____ a tour of Central America about six years ago.

A: Which countries (*visit, you*) _____?

B: Guatemala, El Salvador, Honduras, and Nicaragua.

A: I (*want, always*) _____ to travel to other countries, but I (*have, not*) _____ the opportunity to travel extensively. I (*go*) _____ to England six years ago, but I (*go, not*) _____ anywhere since then.

1-16 PRESENT PERFECT PROGRESSIVE

| | | |
|---|---|---|
|  | <p>Right now I am sitting at my desk.</p> <p>(a) I have been sitting here <i>since</i> seven o'clock.</p> <p>(b) I have been sitting here <i>for</i> two hours.</p> <p>(c) You have been studying for five straight hours. Why don't you take a break?</p> <p>(d) It has been raining all day. It is still raining right now.</p> | <p>This tense is used to indicate the <i>duration</i> of an activity that <i>began in the past and continues to the present</i>. When the tense has this meaning, it is used with time words such as <i>for, since, all morning, all day, all week</i>.</p> |
|  | <p>(e) I have been thinking about changing my major.</p> <p>(f) All of the students have been studying hard. Final exams start next week.</p> <p>(g) My back hurts, so I have been sleeping on the floor lately. The bed is too soft.</p> | <p>When the tense is used without any specific mention of time, it expresses a <i>general activity in progress recently, lately</i>.</p> |
| | <p>(h) I have lived here since 1985. I have been living here since 1985.</p> <p>(i) He has worked at the same store for ten years. He has been working at the same store for ten years.</p> | <p>With certain verbs (most notably <i>live, work, teach</i>), there is little or no difference in meaning between the two tenses when <i>since</i> or <i>for</i> is used.</p> |

☐ EXERCISE 34: Use the PRESENT PERFECT PROGRESSIVE in the following.

1. The boys are playing soccer right now. They (play) have been playing for almost two hours. They must be getting tired.

2. Alex is talking on the phone. He (talk) _____ on the phone for over a half an hour. He should hang up soon. Long distance is expensive.

3. I'm trying to study. I (try) _____ to study for the last hour, but something always seems to interrupt me. I think I'd better go to the library.

Complete the following by writing two sentences. Use the **PRESENT PERFECT PROGRESSIVE** in the first sentence; then make another sentence that might typically follow in this situation.

4. The baby is crying. She . . . *has been crying for almost ten minutes. I wonder what's wrong.*
5. It's raining. It
6. I'm studying. I
7. I'm waiting for my friend. I
8. Bob is sitting in the waiting room. He

☐ **EXERCISE 35:** Use the **PRESENT PERFECT** or the **PRESENT PERFECT PROGRESSIVE**. In some sentences, either tense may be used with little or no change in meaning.

1. It (*snow*) _____ all day. I wonder when it will stop.
2. We (*have*) _____ three major snowstorms so far this winter. I wonder how many more we will have.
3. It's ten P.M. I (*study*) _____ for two hours and probably won't finish until midnight.
4. I (*write*) _____ them three times, but I still haven't received a reply.
5. I (*live*) _____ here since last March.
6. The telephone (*ring*) _____ four times in the last hour, and each time it has been for my roommate.
7. The telephone (*ring*) _____ for almost a minute. Why doesn't someone answer it?
8. The little boy is dirty from head to foot because he (*play*) _____ in the mud.

□ **EXERCISE 36:** Use the **PRESENT PROGRESSIVE** or the **PRESENT PERFECT PROGRESSIVE**.

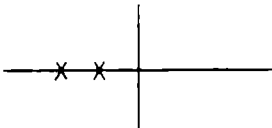
1. A: (*Be, you*) _____ able to reach Bob on the phone yet?
B: Not yet. I (*try*) _____ for the last twenty minutes, but the line (*be*) _____ busy.
2. A: Hi, Jenny. I (*see, not*) _____ you for weeks.
What (*do, you*) _____ lately?
B: Studying.
3. A: What are you going to order for dinner?
B: Well, I (*have, never*) _____ pizza, so I think I'll order that.
4. A: What's the matter? Your eyes are red and puffy. (*Cry, you*) _____

B: No. I just finished peeling some onions.
5. A: Dr. Jones is a good teacher. How long (*be, he*) _____
at the university?
B: He (*teach*) _____ here for twenty-five years.

□ **EXERCISE 37—ORAL/WRITTEN:** Complete the following with your own words.

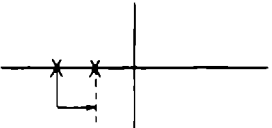
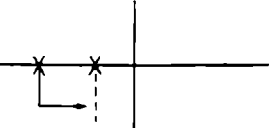
1. . . . since 8 o'clock this morning.
→ *I have been sitting in class since 8 o'clock this morning.*
I have had three classes since 8 o'clock this morning.
2. . . . since I came to
3. . . . since 19 . . . (*year*).
4. . . . since (*month*).
5. . . . since (*day*).
6. . . . since . . . o'clock **this morning/afternoon/evening**.
7. . . . since the **beginning of the 20th century**.
8. . . . since

1-17 PAST PERFECT

| | | |
|---|---|--|
|  | <p>(a) My parents had already eaten by the time I got home.</p> <p>(b) Until yesterday, I had never heard about it.</p> <p>(c) The thief simply walked in. Someone had forgotten to lock the door.</p> | <p>The past perfect expresses an activity that was <i>completed before another activity or time in the past</i>.</p> |
| | <p>(d) Sam had already left <i>when</i> we got there.</p> <p>(e) Sam had left <i>before</i> we got there.</p> <p>(f) Sam left <i>before</i> we got there.</p> <p>(g) <i>After</i> the guests had left, I went to bed.</p> <p>(h) <i>After</i> the guests left, I went to bed.</p> | <p>In (d): <i>First</i>: Sam left. <i>Second</i>: We got there.*</p> <p>If either <i>before</i> or <i>after</i> is used in the sentence, the past perfect is often not necessary because the time relationship is already clear. The simple past may be used, as in (f) and (h). Note: (e) and (f) have the same meaning; (g) and (h) have the same meaning.</p> |

*COMPARE: Sam **left** *when* we got there. = *First*: We got there.
Second: Sam left.

1-18 PAST PERFECT PROGRESSIVE

| | | |
|---|--|--|
|  | <p>(i) The police had been looking for the criminal <i>for</i> two years before they caught him.</p> <p>(j) The patient had been waiting in the emergency room <i>for</i> almost an hour before a doctor finally treated her.</p> <p>(k) He finally came at six o'clock. I had been waiting for him <i>since</i> four-thirty.</p> | <p>The past perfect progressive emphasizes the <i>duration</i> of an activity that was <i>in progress before another activity or time in the past</i>.</p> |
|  | <p>(l) <i>When</i> Judy got home, her hair was still wet because she had been swimming.</p> <p>(m) Her eyes were red because she had been crying.</p> | <p>This tense also may express an activity <i>in progress recent to another time or activity in the past</i>.</p> |

- ☐ **EXERCISE 38—ORAL:** *Had* (used as an auxiliary verb, not a main verb) is usually contracted with personal pronouns in both speaking and informal writing. *Had* is often contracted with nouns and other words in informal speaking but not in writing. (See Appendix 1, Chart A-8.) Practice pronouncing contracted *had* in the following sentences.

1. We'd never seen it before. He'd never seen it. They'd never seen it.
2. I'd never seen it before. I'd like to see it again.*
3. We got home late. The children had already fallen asleep.
4. My roommates had finished dinner by the time I got home.
5. My roommates had dinner early.
6. We couldn't cross the river. The flood had washed away the bridge.
7. You were at Jim's at eight. Where had you been before that?
8. Who had been there before you?

- ☐ **EXERCISE 39:** Use the SIMPLE PAST or the PAST PERFECT. Are there some blanks where either tense is possible?

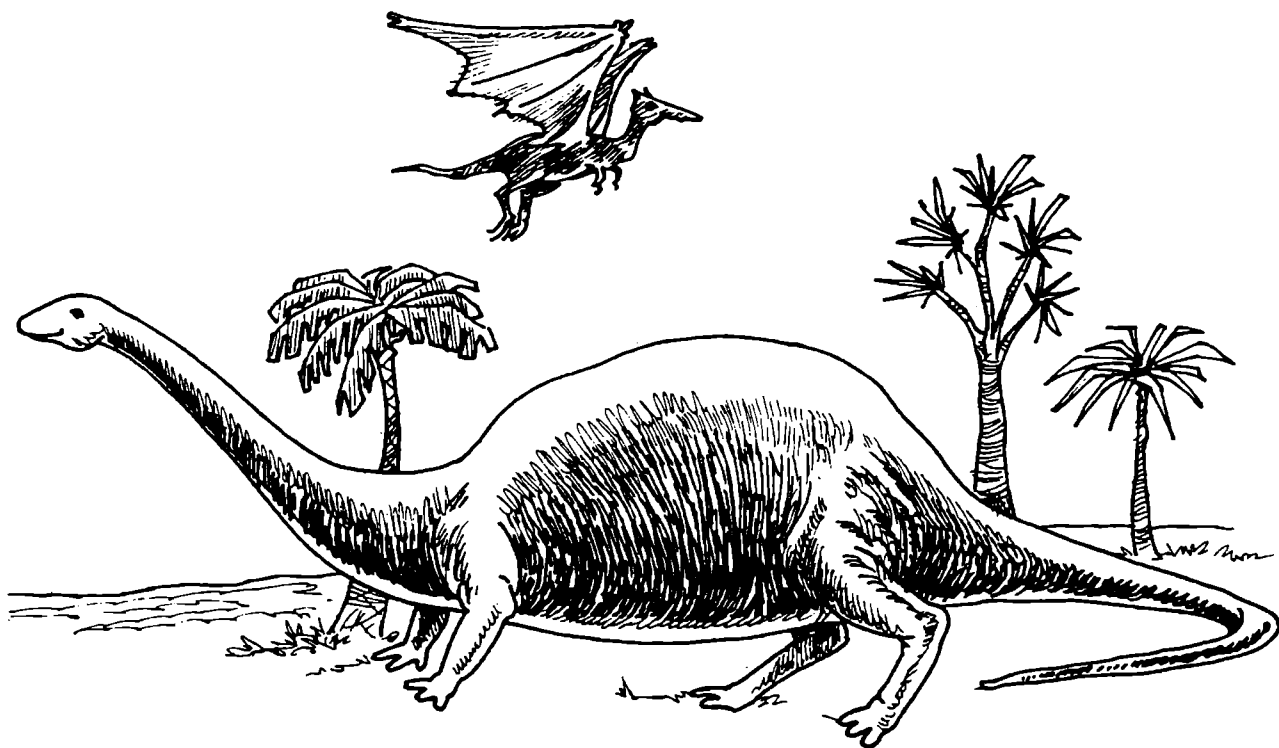
1. He (*be*) _____ a newspaper reporter before he (*become*) _____ a businessman.
2. I (*feel*) _____ a little better after I (*take*) _____ the medicine.
3. I was late. The teacher (*give, already*) _____ a quiz when I (*get*) _____ to class.
4. The anthropologist (*leave*) _____ the village when she (*collect*) _____ enough data.
5. It was raining hard, but by the time class (*be*) _____ over, the rain (*stop*) _____.

- ☐ **EXERCISE 40:** Use the SIMPLE PAST or the PAST PERFECT.

1. Class (*begin, already*) _____ by the time I (*get*) _____ there, so I (*take, quietly*) _____ a seat in the back.

*COMPARE: *I'd been* = *I had been* ('d + past participle = past perfect)
I'd like = *I would like* ('d + simple form = *would*)

2. Millions of years ago, dinosaurs (*roam*) _____ the earth, but they (*become*) _____ extinct by the time humankind first (*appear*) _____.



3. I (*see, never*) _____ any of Picasso's paintings before I (*visit*) _____ the art museum.
4. I almost missed my plane. All of the other passengers (*board, already*) _____ by the time I (*get*) _____ there.
5. Yesterday at a restaurant, I (*see*) _____ Pam Donnelly, an old friend of mine. I (*see, not*) _____ her in years. At first, I (*recognize, not*) _____ her because she (*lose*) _____ at least fifty pounds.

☐ **EXERCISE 41:** Use the **PRESENT PERFECT PROGRESSIVE** or the **PAST PERFECT PROGRESSIVE**.

1. It is midnight. I (*study*) _____ for five straight hours. No wonder I'm getting tired.
2. It was midnight. I (*study*) _____ for five straight hours. No wonder I was getting tired.

3. Jack suddenly realized that the teacher was asking him a question. He couldn't answer because he (*daydream*) _____ for the last ten minutes.
4. Wake up! You (*sleep*) _____ long enough. It's time to get up.
5. At least two hundred people were waiting in line to buy tickets to the game. Some of them (*stand*) _____ in line for more than four hours. We decided not to try to get tickets for ourselves.

☐ **EXERCISE 42:** Discuss the meaning of the verb forms by reading the following pairs of sentences and then answering the question.

1. a. Dan was leaving the room when I walked in.
b. Sam had left the room when I walked in.
QUESTION: *Who did I run into when I walked into the room?*
(ANSWER: Dan)
2. a. When the rain stopped, Gloria was riding her bicycle to work.
b. When the rain stopped, Paul rode his bicycle to work.
QUESTION: *Who got wet on the way to work?*
3. a. Dick went to the store because he was running out of food.
b. Ann went to the store because she had run out of food.
QUESTION: *Who is better at planning ahead?*
4. a. Ms. Lincoln taught at this school for nine years.
b. Mr. Sanchez has taught at this school for nine years.
QUESTION: *Who is teaching at this school now?*
5. a. Alice was walking to the door when the doorbell rang.
b. George walked to the door when the doorbell rang.
QUESTION: *Who expected the doorbell to ring?*
6. a. When I got there, Marie had eaten.
b. When I got there, Joe ate.
QUESTION: *Who was still hungry when I got there?*
7. a. Don lived in Chicago for five years.
b. Carlos has been living in Chicago for five years.
QUESTION: *Who still lives in Chicago?*
8. a. John put some lotion on his face because he had been lying in the sun.
b. Joe put some lotion on his face because he was lying in the sun.
QUESTION: *Who put lotion on his face after he stood up?*

9. a. I looked across the street. Mr. Fox was waving at me.

b. I looked across the street. Mrs. Cook waved at me.

QUESTION: *Who began to wave at me before I looked across the street?*

- **EXERCISE 43—ORAL (BOOKS CLOSED):** From the given situation, make up a “chain story.” One person begins the story; then others continue the story in turn using certain cue words.

Example: (Pierre) had a terrible day yesterday. The trouble began early in the morning. His alarm clock rang at 7:00.

Cue: *when*

Student A: When his alarm clock rang, he got out of bed and stepped on a snake. He was nearly frightened to death, but the snake slithered away without biting him.

Cue: *after*

Student B: After the snake left, Pierre got dressed in a hurry and ran downstairs to have breakfast.

Cue: *while*

Student C: While he was running downstairs, he fell and broke his arm.
etc.

Possible situations to begin chain stories.

1. (. . .) had a terrible day yesterday.
2. (. . .) had a great vacation last summer.
3. (. . .) got into a lot of trouble a couple of days ago.
4. (. . .) had a really interesting experience last week.
5. (*Make up the beginning of a story.*)

Cue words (which may be used in any order):

- | | |
|----------------|-------------------------------------|
| 1. when | 12. later |
| 2. after | 13. for (<i>a length of time</i>) |
| 3. before | 14. since |
| 4. while | 15. because |
| 5. by the time | |
| 6. as soon as | |
| 7. already | |
| 8. never | |
| 9. then | |
| 10. next | |
| 11. after that | |

□ **EXERCISE 44—WRITTEN:** Break into groups and sit in a circle. Take out a piece of paper and write the following sentence, using the name of the person sitting to your right in place of (. . .).

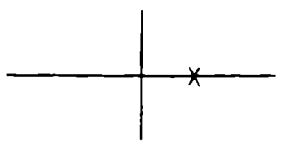
(. . .) *had a strange experience yesterday.*

Then write one or two additional sentences, and pass your paper to the person sitting to your left, who will continue the story. Continue to pass the papers to the left until everyone in the group has had a chance to write part of the story.

Then decide which of the stories in your group is the most entertaining or the most interesting. As a group, make any necessary corrections in grammar or spelling. Read it aloud to the rest of the class.

(Note: You may wish to establish a time limit for each contribution to the story. When the time limit is up, each person must pass his/her paper even if it contains an unfinished sentence. The next person will then have to finish the sentence and continue writing the story.)

1-19 SIMPLE FUTURE/BE GOING TO

| | | |
|--|---|---|
|  | (a) He <i>will finish</i> his work tomorrow. (b) He <i>is going to finish</i> his work tomorrow. | Will or be going to is used to express future time.* In speech, going to is often pronounced "gonna." |
|--|---|---|

*The use of **shall** with **I** or **we** to express future time is possible but uncommon in American English. **Shall** is used much more frequently in British than in American English.

□ **EXERCISE 45—ORAL:** **Will** is usually contracted with personal pronouns in both speaking and informal writing. **Will** is often contracted with nouns and with other pronouns in speaking but not in writing. Practice pronouncing contracted **will** in the following sentences.

1. I'll come. He'll come. You'll come.
 2. She'll help us. They'll help us too.
 3. I'm sure we'll do well on the test.
 4. It'll probably rain tomorrow.
 5. Bob will (*Bob'll*) be here soon.
 6. The weather will be hot in August.
 7. Mary will come tomorrow.
8. Bill will be here too.
 9. The children will be home at 3:00.
 10. Who will be at the meeting?
 11. Where will you be around five?
 12. How long will Tom be here?
 13. Nobody will recognize you in that wig.
 14. That will be a lot of fun.
 15. What will you do?

1-20 WILL VERSUS BE GOING TO

| | |
|---|---|
| To express a PREDICTION—either WILL or BE GOING TO is used: | |
| (a) According to the weather report, it will be cloudy tomorrow. (b) According to the weather report, it is going to be cloudy tomorrow. (c) Be careful! You’ ll hurt yourself! (d) Watch out! You’ re going to hurt yourself! | When the speaker is making a prediction (a statement about something s/he thinks will be true or will occur in the future), either will or be going to is possible. There is no difference in meaning between (a) and (b). There is no difference in meaning between (c) and (d). |
| To express a PRIOR PLAN—only BE GOING TO is used: | |
| (e) A: Why did you buy this paint? B: I’ m going to paint my bedroom tomorrow. (f) I talked to Bob yesterday. He is tired of taking the bus to work. He’ s going to buy a car. That’s what he told me. | When the speaker is expressing a prior plan (something the speaker intends to do in the future because in the past s/he has made a plan or decision to do it), only be going to is used.* In (e): Speaker B has made a prior plan. She decided to paint her bedroom last week. She intends to paint her bedroom tomorrow. In (f): The speaker knows Bob’s intention to buy a car. Bob made the decision in the past and he intends to act on this decision in the future. Will is not appropriate in (e) and (f). |
| To express WILLINGNESS—only WILL is used: | |
| (g) A: The phone’s ringing. B: I’ ll get it. (h) A: I don’t understand this problem. B: Ask your teacher about it. She’ ll help you. | In (g): Speaker B is saying: “I am willing, I am happy to get the phone.” He is not making a prediction. He has made no prior plan to answer the phone. He is, instead, volunteering to answer the phone and uses will to show his willingness. In (h): Speaker B feels sure about the teacher’s willingness to help. Be going to is not appropriate in (g) and (h). |

*COMPARE:

Situation 1: A: Are you busy this evening?
B: Yes. **I’m going to meet** Jack at the library at seven. **We’re going to study** together.

In situation 1, only **be going to** is possible. The speaker has a prior plan, so he uses **be going to**.

Situation 2: A: Are you busy this evening?
B: Well, I really haven’t made any plans. **I’ll eat/I’m going to eat** dinner, of course. And then I’ll **probably watch/I’m probably going to watch** TV for a little while.

In situation 2, either **will** or **be going to** is possible. Speaker B has not planned his evening. He is “predicting” his evening (rather than stating any prior plans), so he may use either **will** or **be going to**.

□ EXERCISE 46: Use **WILL** and/or **BE GOING TO** with the verb in parentheses.

PART I: EXPRESSING PREDICTIONS

1. Sue (*graduate*) will graduate/is going to graduate in June. After that, she (*begin*) will begin/is going to begin work at an electronics firm.
2. Fred (*be*) _____ at the meeting tomorrow. I think Jane (*come*) _____ too.
3. A: Can you give Ed a message for me?
B: Sure. I (*see, probably*) _____ him at the meeting this evening.
4. The damage we do to our environment today (*affect*) _____ the quality of life of future generations.
5. A: Mr. Swan (*be, not*) _____ here next term. He has resigned. Who (*be*) _____ the new teacher? Do you know?
B: Yes. Mary Jefferson. Ms. Jefferson (*teach*) _____ the same courses Mr. Swan taught: English, algebra, and geometry. I (*be*) _____ in her algebra class. Do you know which algebra class you (*be*) _____ in next term?

PART II: EXPRESSING PRIOR PLAN VS. WILLINGNESS:

Use **be going to** if you think the speaker is expressing a prior plan. If you think there is no prior plan, use **will**.

6. A: This letter is in French, and I don't speak a word of French. Can you help me?
B: Sure. I (*translate*) will translate it for you.
7. A: Do you want to go shopping with me? I(*go*) am going to go to the shopping mall downtown.
B: Sure. What time do you want to leave?

8. A: This light doesn't work. The bulb is probably burned out. Where are the new light bulbs?
B: I (*get*) _____ one for you.
9. A: It's cold in here.
B: I agree. I (*turn*) _____ the heater on.
A: That's a good idea.
10. A: I (*enroll*) _____ in the community college next spring.
B: Oh? I didn't know you wanted to go back to school.
A: I need to sharpen my skills so I can get a better job. I (*take*) _____ a course in word processing.
11. A: Brrr. Who turned up the air conditioner? It's really cold in here. My nose is cold and my fingers are cold.
B: I (*make*) _____ you a hot cup of tea.
A: Thanks. That sounds good.
12. A: Oh, oh! I've spilled coffee on my shirt.
B: Just a minute. I (*get*) _____ a damp cloth for you.
13. A: What do you want to be when you grow up?
B: I (*be*) _____ an astronaut.
A: Good for you!
14. A: Do you mind if I turn the TV off? I (*place*) _____ a long distance call, and it's hard to hear if the TV is on.
B: No, that's fine. I wasn't watching it anyway.
15. A: Who wants to erase the board? Are there any volunteers?
B: I (*do*) _____ it!
C: I (*do*) _____ it!
D: No, no! I (*do*) _____ it!
16. A: Why do you **have** an eraser in your hand?
B: I (*erase*) _____ the board.

1-21 EXPRESSING THE FUTURE IN TIME CLAUSES

| | |
|---|---|
| <p>(a) Bob will come soon. <i>When Bob comes</i>, we will see him.</p> <p>(b) Linda is going to leave soon. <i>Before she leaves</i>, she is going to finish her work.</p> <p>(c) I will get home at 5:30. <i>After I get home</i>, I will eat dinner.</p> <p>(d) The taxi will arrive soon. <i>As soon as it arrives</i>, we'll be able to leave for the airport.</p> <p>(e) They are going to come soon. I'll wait here <i>until they come</i>.</p> | <p>In (a): "When Bob comes" is a time clause.* <i>when + subject + verb = a time clause</i></p> <p>Will or be going to is NOT used in a time clause. The meaning of the clause is future, but the simple present tense is used.</p> <p>A time clause begins with such words as when, before, after, as soon as, until and includes a subject and a verb. The time clause can come either at the beginning of the sentence or in the second part of the sentence:</p> <p style="padding-left: 40px;"><i>When he comes</i>, we'll see him.</p> <p style="text-align: center;">OR:</p> <p style="padding-left: 40px;">We'll see him <i>when he comes</i>.</p> |
| <p>(f) I will go to bed <i>after I finish</i> my work.</p> <p>(g) I will go to bed <i>after I have finished</i> my work.</p> | <p>Occasionally, the present perfect is used in a time clause, as in (g). Examples (f) and (g) have the same meaning. The present perfect stresses the completion of the act in the time clause before the other act occurs in the future.</p> |

*A "time clause" is an adverb clause. See Chart 8-5 for more information.

□ **EXERCISE 47:** Use **WILL/BE GOING TO** or the **SIMPLE PRESENT**. (In this exercise, both **will** and **be going to** are possible when a future tense is necessary, with little or no difference in meaning.)

- Peter is going to leave in half an hour. He (*finish*) will finish /
is going to finish all of his work before he (*leave*)
leaves.
- I'm going to eat lunch at 12:30. After I (*eat*) _____,
I (*take, probably*) _____ a nap.
- I'll get home around six. When I (*get*) _____ home,
I (*call*) _____ Sharon.
- I'm going to watch a TV program at nine. Before I (*watch*) _____
_____ that program, I (*write*) _____
a letter to my parents.

5. Gary will come soon. I (*wait*) _____ here until he (*come*) _____.
6. I'm sure it will stop raining soon. As soon as the rain (*stop*) _____, I (*walk*) _____ to the drugstore to get some film.
7. Right now I'm a junior in college. After I (*graduate*) _____ with a B.A., I (*intend*) _____ to enter graduate school and work for an M.A. Perhaps I (*go*) _____ on for a Ph.D. after I (*get*) _____ my Master's degree.
8. A: How long (*stay, you*) _____ in this country?
 B: I (*plan*) _____ to be here for about one more year. I (*hope*) _____ to graduate a year from this June.
 A: What (*do, you*) _____ after you (*leave*) _____?
 B: I (*return*) _____ home and (*get*) _____ a job. How about you?
 A: I (*be*) _____ here for at least two more years before I (*return*) _____ home and (*get*) _____ a job.

☐ **EXERCISE 48—ORAL:** Complete the following with your own words. Use *WILL/BE GOING TO* and the *SIMPLE PRESENT*, as appropriate.

1. When I . . . this afternoon, I
 → *When I go downtown this afternoon, I'm going to go to the bank and the post office.*
2. After I . . . tomorrow morning, I
3. Tomorrow, I . . . before I
4. I . . . when . . . next year.
5. As soon as class . . . , I
6. I . . . until my friend
7. When I . . . tomorrow, I

1-22 USING THE PRESENT PROGRESSIVE AND THE SIMPLE PRESENT TO EXPRESS FUTURE TIME

| | |
|---|---|
| <p>PRESENT PROGRESSIVE</p> <p>(a) My wife has an appointment with a doctor. She <i>is seeing</i> Dr. North <i>next Tuesday</i>.</p> <p>(b) Sam has already made his plans. He <i>is leaving</i> <i>at noon tomorrow</i>.</p> <p>(c) A: What are you going to do this afternoon? B: <i>After lunch I am meeting</i> a friend of mine. <i>We are going</i> shopping. Would you like to come along?</p> | <p>The present progressive may be used to express future time when the idea of the sentence concerns a planned event or definite intention. (COMPARE: A verb such as <i>rain</i> is not used in the present progressive to indicate future time because rain is not a planned event.)</p> <p>A future meaning for the present progressive tense is indicated either by future time words in the sentence or by the context.</p> |
| <p>SIMPLE PRESENT</p> <p>(d) The museum <i>opens</i> <i>at ten tomorrow morning</i>.</p> <p>(e) Classes <i>begin</i> <i>next week</i>.</p> <p>(f) John's plane <i>arrives</i> <i>at 6:05 P.M. next Monday</i>.</p> | <p>The simple present can also be used to express future time in sentences that concern events that are on a definite schedule or timetable. These sentences usually contain future time words. Only a few verbs are used in this way: e.g., <i>open, close, begin, end, start, finish, arrive, leave, come, return</i>.</p> |

□ EXERCISE 49: Indicate the meaning expressed by the italicized verbs by writing *in the future*, *now*, or *habitually* in the blanks.

1. I *am taking* four courses next semester.

in the future

2. I *am taking* four courses this semester.

now

3. Students usually *take* four courses every semester.

habitually

4. I'll mail this letter at the corner when I *take* Susan home.

5. My brother's birthday is next week. I *am giving* him a sweater.

6. Shhh. The broadcaster *is giving* the latest news about the crisis in England. I want to hear what she's saying.

7. When I *graduate*, I'm going to return home.

8. When students *graduate*, they receive diplomas.

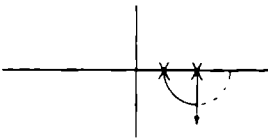
9. I'm tired. I *am going* to bed early tonight.

10. When I *am* in New York, I'm going to visit the Museum of Modern Art.

50 □ CHAPTER 1

11. When I *am* home alone in the evening, I like _____
to read or watch television.
12. A: Are you busy?
B: Not really.
A: What *are you doing*? A: _____
B: I'm *writing* a letter to my folks. B: _____
A: When you *finish* your letter, do you want A: _____
to play a game of chess?
13. A: What *are you doing* after class? A: _____
B: I'm *eating* at the cafeteria with Cindy. Do B: _____
you want to join us?
14. Tony *will arrive* at eight tomorrow evening. _____
15. Tony *is going to arrive* at eight tomorrow _____
evening.
16. Tony *is arriving* at eight tomorrow evening. _____
17. Tony *arrives* at eight tomorrow evening. _____
18. When Tony *arrives*, we'll have a party. _____

1-23 FUTURE PROGRESSIVE

| | | |
|---|--|---|
|  | <p>(a) I will begin to study at seven. You will come at eight. I <i>will be studying</i> when you come.</p> <p>(b) Right now I am sitting in class. At this same time tomorrow, I <i>will be sitting</i> in class.</p> | <p>The future progressive expresses an activity that will be <i>in progress at a time in the future</i>.</p> |
| | <p>(c) Don't call me at nine because I won't be home. I <i>am going to be studying</i> at the library.</p> | <p>The progressive form of <i>be going to</i>: <i>be going to + be + -ing</i></p> |
| | <p>(d) Don't get impatient. She <i>will be coming</i> soon.</p> <p>(e) Don't get impatient. She <i>will come</i> soon.</p> | <p>Sometimes there is little or no difference between the future progressive and the simple future, especially when the future event will occur at an indefinite time in the future, as in (d) and (e).</p> |
| | | |

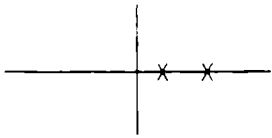
□ EXERCISE 50: Use the FUTURE PROGRESSIVE or the SIMPLE PRESENT.

1. Right now I am attending class. Yesterday at this time, I was attending class. Tomorrow at this time, I (*attend*) _____ class.
2. Tomorrow I'm going to leave for home. When I (*arrive*) _____
_____ at the airport, my whole family (*wait*) _____
_____ for me.
3. When I (*get*) _____ up tomorrow morning, the sun
(*shine*) _____, the birds (*sing*) _____
_____, and my roommate (*lie, still*) _____
_____ in bed fast asleep.
4. A: When do you leave for Florida?
B: Tomorrow. Just think. Two days from now I (*lie*) _____
_____ on the beach in the sun.
A: Sounds great! I (*think*) _____ about you.

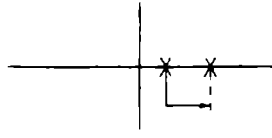
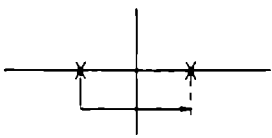


5. A: How can I get in touch with you while you're out of town?
B: I (*stay*) _____ at the Pilgrim Hotel.
You can reach me there.
6. Next year at this time, I (*do*) _____ exactly what I
am doing now. I (*attend*) _____
school and (*study*) _____ hard next year.
7. Look at those dark clouds. When class (*be*) _____
over, it (*rain, probably*) _____.
8. A: Are you going to be in town next Saturday?
B: No. I (*visit*) _____ my aunt in Chicago.

1-24 FUTURE PERFECT

| | | |
|---|--|---|
|  | <p>(a) I will graduate in June. I will see you in July. By the next time I see you, I will have graduated.</p> <p>(b) I will have finished my homework by the time I go out on a date tonight.</p> | <p>The future perfect expresses an activity that will be <i>completed before another time or event in the future</i>. (Notice in the examples: by the time introduces a time clause; the simple present is used in a time clause.)</p> |
|---|--|---|

1-25 FUTURE PERFECT PROGRESSIVE

| | | |
|---|--|--|
|  | <p>(c) I will go to bed at ten P.M. He will get home at midnight. At midnight I will be sleeping. I will have been sleeping for two hours by the time he gets home.</p> | <p>The future perfect progressive emphasizes the <i>duration</i> of an activity that will be <i>in progress before another time or event in the future</i>.</p> |
|  | <p>(d) When Professor Jones retires next month, he will have taught for 45 years.</p> <p>(e) When Professor Jones retires next month, he will have been teaching for 45 years.</p> | <p>Sometimes the future perfect and the future perfect progressive give the same meaning, as in (d) and (e). Also, notice that the activity expressed by either of these two tenses may begin in the past.</p> |

EXERCISE 51: Use any appropriate tense.

1. Ann and Andy got married on June 1st. Today is June 14th. Ann and Andy (be) _____ married for two weeks. By June 7th, they (be) _____ married for one week. By June 28th, they (be) _____ married for four weeks.
2. This traffic is terrible. We're going to be late. By the time we (get) _____ to the airport, Bob's plane (arrive, already*) _____, and he'll be wondering where we are.

*With the future perfect, **already** has two possible positions: *I will already have finished. I will have already finished.*

3. The traffic was very heavy. By the time we (*get*) _____ to the airport, Bob's plane (*arrive, already*) _____.
4. This morning I came to class at 9:00. Right now it is 10:00, and I am still in class. I (*sit*) _____ at this desk for an hour. By 9:30, I (*sit*) _____ here for a half an hour. By 11:00, I (*sit*) _____ here for two hours.
5. I'm getting tired of sitting in the car. Do you realize that by the time we arrive in Phoenix, we (*drive*) _____ for twenty straight hours?
6. Margaret was born in 1950. By the year 2000, she (*live*) _____ on this earth for 50 years.
7. Go ahead and leave on your vacation. Don't worry about this work. By the time you (*get*) _____ back, we (*take*) _____ care of everything.
8. I don't understand how those marathon runners do it! The race began over an hour ago. By the time they reach the finish line, they (*run*) _____ steadily for more than two hours. I don't think I can run more than two minutes!
9. What? He got married again? At this rate, he (*have*) _____ a dozen wives by the time he (*die*) _____.
10. We have been married for a long time. By our next anniversary, we (*be*) _____ married for 43 years.

☐ **EXERCISE 52—ORAL/WRITTEN:** What do you think the world will be like a hundred years from now? What changes will have occurred between then and now? Use your imagination and make some predictions. Following are some topics to think about:

- | | |
|---|--|
| 1. means of transportation | 7. space exploration; contact with beings from outer space |
| 2. sources of energy | 8. weapon technology |
| 3. population growth | 9. role of computers in daily life |
| 4. food sources | 10. long-term solutions to today's political crises |
| 5. extinction of animal species | 11. architecture |
| 6. exploration of the oceans; of the earth's interior | |

- | | |
|------------------------------------|---------------------------------|
| 12. clothing styles | 15. international television; |
| 13. international language | international communication via |
| 14. international world government | communication satellites |

Note: You may wish to make comparisons among the past, the present, and the future. For example: *A hundred years ago, the automobile hadn't been invented. Today it is one of the most common means of transportation and has greatly changed the way people lead their lives. By the year _____, the automobile will have become obsolete. A hundred years from now, people will use small, jet-propelled, wingless flying machines in place of cars.*

□ **EXERCISE 53:** Discuss the differences (if any) in meaning in the following groups of sentences. Some of the sentences need to be completed to make their meaning clear.

1. a. He watches television.
b. He is watching television.
2. a. I am sitting in class
b. I was sitting in class
c. I will be sitting in class
3. a. I have finished my homework.
b. I had finished my homework
c. I will have finished my homework
4. a. The students had left before the teacher arrived.
b. The students left before the teacher arrived.
c. The students had left when the teacher arrived.
d. The students left when the teacher arrived.
e. The students were leaving when the teacher arrived.
5. a. I have been waiting for her for two hours.
b. I had been waiting for her for two hours
c. I will have been waiting for her for two hours
6. a. Ali has been studying Chapter Three.
b. He has studied Chapter Two.
c. He studied Chapter Two
7. a. She has been doing a lot of research on that project.
b. She has done a lot of research on that project.
8. a. I will study when you come.
b. I am going to study when you come.
c. I will be studying when you come.
d. I am going to be studying when you come.
e. I will have studied by the time you come.
f. I will have been studying for two hours by the time you come.
9. a. He worked for that company for two years.
b. He has been working for that company for two years.

10. a. The train will leave at 10:00 tomorrow morning.
- b. The train is going to leave at 10:00 tomorrow morning.
- c. The train leaves at 10:00 tomorrow morning.
- d. The train is leaving at 10:00 tomorrow morning.

□ **EXERCISE 54—ORAL (BOOKS CLOSED):** In order to practice verb tenses, answer the questions in complete sentences.

1. What have we been studying? What is one tense we have studied since the beginning of the term? When, to the best of your recollection, did we study it?
2. What else will we have studied in this class by the time the term ends?
3. This class began on (*date*). Had you studied verb tenses before that?
4. We're going to finish studying Chapter 1 on (*day or date*). How long will we have been studying Chapter 1 by that time?
5. What were you doing at this time yesterday? What did you do after that?
6. What are you doing right now? How long have you been doing that?
7. What are you going to be doing at this time tomorrow?
8. What will you be doing tonight at midnight? What were you doing last night at midnight?
9. Where will you be living three years from now? Where were you living three years ago? Can you name one specific thing you did three years ago? Can you name one specific thing you will do three years from now?
10. What places have you been to since you came to (*this city*)? When?
11. Make some generalizations about things you do.
12. What are some things you have done many times since you came here?
13. What are some of the things you have done in your lifetime? When?
14. What have you done that no one else in this class (or in the world?) has ever done?
15. What is the exact place you are sitting right now?
How long have you been sitting there today?
How long will you have been sitting there by the time class is over?
How often do you sit there during class?
How many times have you sat there?
Before today, when did you last sit there?
Had you sat there before that?
Where were you sitting at this time yesterday?
Where are you going to be sitting at this time tomorrow?

□ **EXERCISE 55:** Use any appropriate tense for the verbs in parentheses.

1. John is in my English class. He (*study*) _____ English this semester. He (*take, also*) _____ some other classes. His classes (*begin*) _____ at 9:00 every day.

2. Yesterday John ate breakfast at 8:00. He (*eat, already*) _____
 _____ breakfast when he (*leave*) _____ for
 class at 8:45. He (*eat, always*) _____ breakfast before he
 (*go*) _____ to class. I (*eat, not, usually*) _____
 _____ breakfast before I (*go*) _____ to class. But I (*get, usually*)
 _____ hungry about midmorning. Tomorrow
 before I (*go*) _____ to class, I (*eat*) _____
 _____ breakfast.
3. John is in class every morning from 9:00 to 12:00. Two days ago, I (*call*)
 _____ him at 11:30, but I could not reach him because
 he (*attend*) _____ class at that time.
4. Don't try to call John at 11:30 tomorrow morning because he (*attend*)
 _____ class at that time.
5. Yesterday John took a nap from 1:00 to 2:00. I came at 1:45. When I (*get*)
 _____ there, John (*sleep*) _____. He (*sleep*)
 _____ for 45 minutes by the time I came.
6. Right now John (*take*) _____ a nap. He (*fall*) _____
 asleep an hour ago. He (*sleep*) _____ for an hour.
7. Three days ago, John (*start*) _____ to read *A Farewell*
to Arms, a novel by Ernest Hemingway. It is a long novel. He (*finish, not*)
 _____ reading it yet. He (*read*) _____
 _____ it because his English teacher assigned it.
8. Since the beginning of the semester, John (*read*) _____
 three novels. Right now he (*read*) _____ *A Farewell to*
Arms. He (*read*) _____ that novel for the past
 three days. He (*intend*) _____ to finish it next week. In his
 lifetime, he (*read*) _____ many novels, but this is the
 first Hemingway novel he (*read, ever*) _____.
9. Tomorrow, after he (*eat*) _____ dinner, John (*go*) _____
 to a movie. In other words, he (*eat*) _____
 dinner by the time he (*go*) _____ to the movie.

□ EXERCISE 56—ORAL: Pair up with another student in the class.

STUDENT A:

- (1) Use the questions in this exercise to initiate conversation with Student B.
- (2) Do not simply read the questions. Look at the text briefly, then look directly at Student B each time you ask a question.
- (3) If Student B does not answer fully or if you are interested in getting more information, ask your own questions in addition to those which are suggested.
- (4) Pay special attention to verb tense usage in both the questions and the responses.

STUDENT B:

- (1) Do not look at the written questions in this exercise. Only Student A should look at the text.
- (2) Answer the questions fully. Often your response will consist of more than one sentence.
- (3) Answer in complete sentences in order to practice using verb tenses.

1. What is happening in this room?
What else is happening?
2. What was happening in this room when you walked in today?
What else was happening?
3. What did you do yesterday? (*Student A: Listen carefully for past tense verbs in the responses.*)
What else did you do?
And what else did you do?
4. How long have you been living in (*this city*)?
How long will you have been living here by the end of (*the semester/term, etc.*)?
5. Where did you eat dinner last night?
What did you have?
How was it?
What did you do after you had eaten?
6. What were you doing at 8 o'clock last night?
What will you be doing at 8 o'clock tomorrow night?
7. Are you taking any classes besides English?
How is everything going?
What are you doing in one of your classes?
8. How long have we been talking to each other?
What have we been talking about?
9. How do you like living here?
Have you had any interesting experiences since you came here?
Have you met any interesting people?
10. What do you think the world will be like when you are seventy years old?

□ **EXERCISE 57—ORAL:** Same as the preceding exercise.

1. What are you doing right now?
What are you going to be doing for the next ten minutes or so?
2. What did you do last weekend? (*Student A: Listen carefully for past tense verbs in the response.*)
What else did you do?
And what else did you do?
3. What is the teacher doing?
How long has he/she been (*doing that*)?
4. What are you going to do for the rest of today?
What will you be doing at midnight?
5. What will you have done by the time you go to bed tonight?
6. How long have you been studying English at this school?
How long had you studied English before you came here?
What have you been doing outside of class to improve your English?
7. What have we been doing for the past ten minutes or so?
Why have we been (*doing that*)?
8. What are some of the things you have done since you came to (*this city*)?
9. Have you read a newspaper lately?
What is happening in the world?
10. What countries have you visited?
When did you visit (*a particular country*).
Why did you go there?
What did you like about that country?
What did you dislike about that country?
Are you planning to go back there again someday?

□ **EXERCISE 58—ORAL/WRITTEN:** Before you come to class, think of an interesting, dangerous, or amusing experience you have had. You will then tell that story to a classmate, who will report that experience in a composition.

□ **EXERCISE 59—ORAL:** In a short speech (two or three minutes), summarize an article in a recent newspaper. You may speak from notes if necessary, but your notes should contain no more than fifteen words. Use your notes only for a very brief outline of important information.

□ **EXERCISE 60:** Use any appropriate tense for the verbs in parentheses. In some instances, more than one tense is possible.*

1. A: There is something I have to tell you.

B: Go ahead. I (*listen*) _____.

*Your teacher can tell you if one tense is more idiomatic, i.e., more likely to be used by a native speaker.

2. A: Hi, Ann. (*Meet, you*) _____ my friend, George Smith?
 B: No, I (*have, never*) _____ the pleasure.
 A: Then let me introduce you.
3. A: Stop! What (*you, do*) _____?
 B: I (*try*) _____ to get this piece of toast out of the toaster. It's stuck.
 A: Well, don't use a knife. You (*electrocute*) _____ yourself!
 B: What do you suggest I do?
 A: Unplug it first.



4. A: There's Jack.
 B: Where?
 A: He (*lie*) _____ on the grass under that tree over there.
 B: Oh yes. I (*see*) _____ him. He (*look, certainly*) _____ comfortable. Let's go talk to him.
5. A: (*Take, you*) _____ Econ 120 this semester?
 B: No, I _____.
 A: (*Take, you, ever*) _____ it?
 B: Yes, I _____.
 A: When (*take, you*) _____ it?
 B: Last semester.
 A: Who (*be*) _____ your professor?

B: Dr. Lee.

A: Oh, I have the same professor. What (*be, he*) _____ like?

B: He (*be*) _____ very good.

6. A: What's wrong with Chris?

B: While he (*yawn*) _____, a fly (*fly*) _____ into his mouth.

A: I (*believe, not*) _____ that! You (*kid*) _____!

7. A: I (*go*) _____ to a play last night.

B: (*Be, it*) _____ any good?

A: I thought so. I (*enjoy*) _____ it a lot.

B: What (*see, you*) _____?

A: *Arsenic and Old Lace*. I (*see, never*) _____ it before.

B: Oh, I (*see*) _____ that play too. I (*see*) _____ it a couple of years ago. It (*be*) _____ good, (*be, not*) _____ it?

8. A: I was in your hometown last month. It looked like a nice town. I (*be, never*) _____ there before.

B: What (*do, you*) _____ in that part of the country?

A: My wife and I (*drive*) _____ to Washington, D.C. to visit her family.

9. A: May I borrow some money? My check (*be*) _____ supposed to arrive yesterday, but I still (*receive, not*) _____ it. I (*need*) _____ to buy a book for one of my classes, but I (*have, not*) _____ any money.

B: Sure. I'd be happy to lend you some. How much (*need, you*) _____?

A: How about five dollars? Thanks. I (*pay*) _____ you back as soon as I (*get*) _____ my check.

10. A: Hello?

B: Hello. May I speak to Sue?

A: She (*be, not*) _____ in right now. May I take a message?

B: Yes. This is Art O'Brien. Would you please ask her to meet me at the library this afternoon? I (*sit*) _____ at one of the study booths on the second floor.

□ **EXERCISE 61:** Use any appropriate tense for the verbs in parentheses.

1. My grandfather (*fly, never*) _____ in an airplane, and he has no intention of ever doing so.
2. Jane isn't here yet. I (*wait*) _____ for her since noon, but she still (*arrive, not*) _____.
3. In all the world, there (*be*) _____ only 14 mountains that (*reach*) _____ above 8,000 meters (26,247 feet).
4. I have a long trip ahead of me tomorrow, so I think I'd better go to bed. But let me say good-bye now because I won't see you in the morning. I (*leave, already*) _____ by the time you (*get*) _____ up.
5. Right now we (*have*) _____ a heat wave. The temperature (*be*) _____ in the upper 90s for the last six days.
6. Yesterday I (*go*) _____ to the sales conference. When I (*get*) _____ there, the place was full of people. Some of them (*talk*) _____ to the sales representatives, and others (*look*) _____ at the promotional material on the stands. The sales manager from Sweden (*stand*) _____ beside my boss. I (*meet, never*) _____ him, so I (*introduce*) myself to him.
7. About three yesterday afternoon, Jessica (*lie*) _____ in bed reading a book. Suddenly she (*hear*) _____ a

loud noise and (*get*) _____ up to see what it was.
She (*look*) _____ out the window. A truck (*back*,
just) _____ into her new car!

8. Next month I have a week's vacation. I (*plan*) _____
to take a trip. First, I (*go*) _____ to Madison,
Wisconsin, to visit my brother. After I (*leave*) _____
Madison, I (*go*) _____ to Chicago to see a friend
who (*study*) _____ at a university there. She (*live*)
_____ in Chicago for three years, so she
(*know*) _____ her way around the city. She (*promise*)
_____ to take me to many interesting places. I (*be*,
never) _____ in Chicago, so I (*look*) _____
_____ forward to going there.

9. Yesterday while I (*sit*) _____ in class, I (*get*) _____
the hiccups. The person who (*sit*) _____ next to me
told me to hold my breath. I (*try*) _____ that, but it
didn't work. The instructor (*lecture*) _____, and I
didn't want to interrupt him, so I just sat there trying to hiccup quietly.
Finally, after I (*hiccup*) _____ for almost five
minutes, I (*raise*) _____ my hand and (*excuse*)
_____ myself from the class to go get a drink of
water.

10. The weather has been terrible lately. It (*rain*) _____
off and on for two days, and the temperature (*drop*) _____
at least twenty degrees. It (*be*) _____ in the low 40s right now.
Just three days ago, the sun (*shine*) _____ and the
weather was pleasant. The weather certainly (*change*) _____
_____ quickly here. I never know what to expect.
Who knows? When I (*wake*) _____ up tomorrow
morning, maybe it (*snow*) _____.

□ EXERCISE 62: Use any appropriate tenses.

A: Hi, my name is Jose.

B: Hi, my name is Ali.

- (1) JOSE: (*You, study*) _____ at this university?
- (2) ALI: Yes, I _____. _____ you?
- (3) JOSE: Yes, I (*be*) _____ here since last September. Before that
I (*study*) _____ English at another school.
- (4) ALI: What (*you, take*) _____?
- (5) JOSE: I (*take*) _____ chemistry, math, psychology, and
American history. What (*take, you*) _____?
- (6) ALI: I (*study*) _____ English. I (*need*) _____
to improve my English before I (*take*) _____ regular
academic courses next semester.
- (7) JOSE: How long (*you, be*) _____ here?
- (8) ALI: I (*be*) _____ here since the beginning of this semester.
Actually, I (*arrive*) _____ in the United States six
months ago, but I (*study*) _____
English at this university only since January. Before that I (*live*) _____
_____ with my brother in Washington, D.C.
- (9) JOSE: You (*speak*) _____ English very well. (*You, study*) _____
_____ a lot of English before you (*come*)
_____ to the United States?
- (10) ALI: Yes. I (*study*) _____ English for ten years
in my own country. And also, I (*spend*) _____ some
time in Canada a couple of years ago. I (*pick*) _____ up
a lot of English while I (*live*) _____ there.
- (11) JOSE: You (*be*) _____ lucky. When I (*come*) _____
to the United States, I (*study, never*) _____
any English at all. So I had to spend a whole year studying nothing but
English before I (*start*) _____ school.

(12) ALI: How long (*you, plan*) _____ to be in the U.S.?

(13) JOSE: I (*be, not*) _____ sure. Probably by the time I (*return*)
_____ home, I (*be*) _____
here for at least five years. How about you?

(14) ALI: I (*hope*) _____ to be finished with all my work in two
and a half years.

☐ **EXERCISE 63:** Use any appropriate tenses.

(1) Dear Ann,

(2) I (*receive*) _____ your letter about two weeks ago

(3) and (*try*) _____ to find time to write you back ever

(4) since. I (*be*) _____ very busy lately. In the past two

(5) weeks, I (*have*) _____ four tests, and I have another

(6) test next week. In addition, a friend (*stay*) _____ with

(7) me since last Thursday. She wanted to see the city, so we (*spend*) _____

(8) a lot of time visiting some of the interesting places here. We (*be*) _____

(9) _____ to the zoo, the art museum, and the botanical gardens.

(10) Yesterday we (*go*) _____ to the park and (*watch*) _____

(11) a balloon race. Between showing her the city and studying for my exams, I

(12) (*have, barely*) _____ enough time to breathe.

(13) Right now it (*be*) _____ 3 A.M. and I (*sit*) _____

(14) at my desk. I (*sit*) _____ here five hours doing my

(15) studying. My friend's plane (*leave*) _____ at 6:05, so I

(16) (*decide*) _____ not to go to bed. That's why I (*write*)

(17) _____ to you at such an early hour in the day. I

(18) (*get*) _____ a little sleepy, but I would rather stay up. I

(19) (*take*) _____ a nap after I (*get*) _____

(20) back from taking her to the airport.

(21) How (*get, you*) _____ along? How (*go, your*

(22) *classes*) _____? Please write soon.

- **EXERCISE 64—WRITTEN:** Write a letter to a friend or family member. Discuss your activities, thoughts, feelings, adventures in the present, past, and future. The purpose of this exercise is for you to use every possible tense.

Write about what you *do, are doing, have done, have been doing, did, were doing, had done, had been doing, will do, are going to do, will be doing, will have done, and will have been doing*. Include appropriate time expressions: *today, every day, right now, already, so far, since, next week, etc.*

Use the verb tenses in any order you wish and as many times as necessary. Try to write a natural-sounding letter.

- **EXERCISE 65—ERROR ANALYSIS:** All of the following sentences are adapted from student writing and contain typical errors. See how many of these errors you can find and correct.

Example: I visit my uncle home many time when I was a child.

Corrections: I *visited* my *uncle's* home many *times* when I was a child.

1. I am living at 3371 grand avenue since last september.
2. I have been in New York city two week ago.
3. My country have change its capital city five time.
4. Dormitory life is not quiet. Everyone shouted and make a lot of noise in the halls.
5. My friends will meet me when I will arrive at the airport.
6. Hasn't anyone ever tell you to knock on the door before you enter someone else's room? Didn't your parents taught you to do that?
7. When I was a child, I viewed thing from a much lower height. Many physical objects around me appear very large. When I want to move something such as a chair, I need help.
8. I will intend to go back home when I will finish my education.
9. The phone rung while I doing the dishes. I dry my hands and answer it. When I am hear my husband voice, I very happy.
10. I am in the United States for the last four months. During this time, I had done many thing and saw many place.
11. When the old man started to walk back to his cave, the sun has already hided itself behind the mountain.
12. While I am writing my composition last night, someone knocks on the door.

□ EXERCISE 66—PREPOSITIONS: Supply an appropriate preposition for each of the following expressions of time.

1. I'll meet you in the morning.
2. I'll meet you _____ the afternoon.
3. I'll meet you _____ the evening.
4. I usually stay home _____ night.
5. I get out of class _____ noon.
6. I'll call you _____ six o'clock.
7. She came _____ Monday.*
8. She came _____ March.
9. I was born _____ 1970.
10. I was born _____ March 15th.
11. I was born _____ March 15th, 1970.
12. He played a trick on me _____ April Fool's Day.
13. I'll help you _____ a minute, just as soon as I finish this work.
14. I'll help you _____ a moment, just as soon as I finish this work.**
15. _____ the moment, I'm doing an exercise.
16. I'm living in the dorm _____ present.
17. I like to go swimming _____ the summer.
18. I like to go skiing _____ the winter.

***On** is used for a particular day or date. **In** is used for a month or year.

****In a moment** means *soon*. **At the moment** means *at this time* (or *at that time*).



CHAPTER 2

Modal Auxiliaries and Similar Expressions

2-1 INTRODUCTION

The modal auxiliaries in English are: *can, could, had better, may, might, must, ought to, shall, should, will, would*.

Modal auxiliaries generally express a speaker's attitudes, or "moods." For example, modals can express that a speaker feels something is necessary, advisable, permissible, possible, or probable; and, in addition, they can convey the strength of these attitudes.

Each modal has more than one meaning or use. (See Chart 2-23.)

(a) MODAL AUXILIARIES

| | | | | |
|------|---|---|---|--------------------------|
| I | { | + | { | <i>can</i> do it. |
| We | | | | <i>could</i> do it. |
| You | | | | <i>had better</i> do it. |
| They | | | | <i>may</i> do it. |
| He | | | | <i>might</i> do it. |
| She | | | | <i>must</i> do it. |
| It | | | | <i>ought to</i> do it. |
| | | | | <i>shall</i> do it. |
| | | | | <i>should</i> do it. |
| | | | | <i>will</i> do it. |
| | | | | <i>would</i> do it. |

Modals do not take a final -s, even when the subject is *he, she*, or *it*.

CORRECT: *He can* do it.

INCORRECT: *He cans* do it.

Modals are followed immediately by the simple form of a verb.

CORRECT: *He can* do it.

INCORRECT: *He can to* do it./*He can does* it./*He can did* it.

The only exception is *ought*, which is followed by an infinitive (*to* + the simple form of a verb).

CORRECT: *She ought to go* to the meeting.

(b) SIMILAR EXPRESSIONS

be able to do it
be going to do it
be supposed to do it
be to do it
have to do it
have got to do it
used to do it

In (b) is a list of some common expressions whose meanings are similar to those of some of the modal auxiliaries. For example, *be able to* is similar to *can*; *be going to* is similar to *will*.

An infinitive (*to* + the simple form of a verb) is used in these similar expressions.

❑ **EXERCISE 1—ERROR ANALYSIS:** All of the following contain errors in the forms of modals. Point out and correct the errors.

- 1. *INCORRECT: She can to see it.*
- 2. *INCORRECT: She cans see it.*
- 3. *INCORRECT: She can sees it.*
- 4. *INCORRECT: She can saw it.*
- 5. *INCORRECT: Can you please to pass the rice?*
- 6. *INCORRECT: Do you can see it?**
- 7. *INCORRECT: They don't can go there.***

**2-2 POLITE REQUESTS WITH ‘I’
AS THE SUBJECT**

| | | |
|---|--|--|
| MAY I COULD I | (a) <i>May I</i> (please) borrow your pen? (b) <i>Could I</i> borrow your pen (please)? | <i>May I</i> and <i>could I</i> are used to request permission. They are equally polite.* Note in (b): In a polite request, <i>could</i> has a present or future meaning, not a past meaning. |
| CAN I | (c) <i>Can I</i> borrow your pen? | <i>Can I</i> is used informally to request permission, especially if the speaker is talking to someone s/he knows fairly well. <i>Can I</i> is usually not considered as polite as <i>may I</i> or <i>could I</i> . |
| TYPICAL RESPONSES: Certainly. Yes, certainly. Of course. Yes, of course. Sure. (<i>informal</i>) | | Often the response to a polite request consists of an action, a nod or shake of the head, or a simple “uh-huh.” |

**Might* is also possible: *Might I borrow your pen.* *Might I* is quite formal and polite; it is used much less frequently than *may I* or *could I*.

*See Appendix 1, Chart B-1 for question forms with modals.

**See Appendix 1, Chart C-1 for negative forms with modals.

2-3 POLITE REQUESTS WITH “YOU”
AS THE SUBJECT

| | | |
|--|--|---|
| WOULD YOU WILL YOU | (a) <i>Would you pass</i> the salt (please)? (b) <i>Will you</i> (please) <i>pass</i> the salt? | The meaning of <i>would you</i> and <i>will you</i> in a polite request is the same. <i>Would you</i> is more common and is often considered more polite. The degree of politeness, however, is often determined by the speaker’s tone of voice. |
| COULD YOU | (c) <i>Could you pass</i> the salt? | Basically, <i>could you</i> and <i>would you</i> have the same meaning. The difference is slight: <i>would you</i> = <i>Do you want to do this please?</i> <i>could you</i> = <i>Do you want to do this please, and is it possible for you to do this?</i> <i>Could you</i> and <i>would you</i> are equally polite. |
| CAN YOU | (d) <i>Can you pass</i> the salt? | <i>Can you</i> is often used informally. It usually sounds less polite than <i>could you</i> or <i>would you</i> . |
| TYPICAL RESPONSES: Yes, I’d (I would) be happy to. Yes, I’d be glad to. Certainly. Sure. (<i>informal</i>) | | A person usually responds in the affirmative to a polite request. If a negative response is necessary, a person might begin by saying, “I’d like to, but . . .” (e.g., “I’d like to pass the salt, but I can’t reach it. I’ll ask Tom to pass it to you.”). |

□ EXERCISE 2—ORAL (BOOKS CLOSED): Ask and answer polite questions.

STUDENT A: Make a polite request for the given situation.

STUDENT B: Give a typical response.

1. You and (. . .) are sitting at the dinner table. You want the butter.
→ Student A: (*Anna*), *would you please pass me the butter?*
Student B: *Certainly, I’d be glad to. Here you are.*
2. You want to ask your teacher a question.
3. You’re at your friend’s apartment. You want to use the phone.
4. You’re speaking on the phone to your brother. You want him to pick you up at the airport when you arrive home.
5. You want to leave class early. You’re speaking to your instructor.

6. You want (. . .) to meet you in front of the library at three this afternoon.
7. You knock on your professor's half-open door. He's sitting at his desk.
You want to go in.
8. You want to make an appointment to see Dr. North. You're speaking to her secretary.
9. You are at a gas station. You want the attendant to check the oil.
10. You are in your chemistry class. You're looking at your textbook. On page 100 there is a formula which you do not understand. You want your professor to explain this formula to you.
11. You call your friend. Her name is (. . .). Someone else answers the phone.
12. You want to see (. . .)'s dictionary for a minute.
13. You want a stranger in an airport to keep her eye on your luggage while you get a drink of water.
14. You want (. . .) to tape something on the VCR tonight while you're away at a meeting.

2-4 POLITE REQUESTS WITH WOULD YOU MIND

| | |
|--|---|
| <p>ASKING PERMISSION</p> <p>(a) <i>Would you mind if I closed the window?</i></p> <p>(b) <i>Would you mind if I used the phone?</i></p> | <p>Notice in (a): <i>would you mind if I</i> is followed by the simple past.*</p> <p>The meaning in (a): <i>May I close the window? Is it all right if I close the window? Will it cause you any trouble or discomfort if I close the window?</i></p> |
| <p>TYPICAL RESPONSES</p> <p>No. Not at all.</p> <p>No, of course not.</p> <p>No, that would be fine.</p> | <p>Another typical response might be "unh-unh," meaning <i>no</i>.</p> |
| <p>ASKING SOMEONE ELSE TO DO SOMETHING</p> <p>(c) <i>Would you mind closing the window?</i></p> <p>(d) Excuse me? <i>Would you mind repeating that?</i></p> | <p>Notice in (c): <i>would you mind</i> is followed by -ing (a gerund).</p> <p>The meaning in (c): <i>I don't want to cause you any trouble, but would you please close the window? Would that cause you any inconvenience?</i></p> |
| <p>TYPICAL RESPONSES</p> <p>No. I'd be happy to.</p> <p>Not at all. I'd be glad to.</p> | |

*Sometimes in informal spoken English, the simple present is used: *Would you mind if I **close** the window?* (Note: The simple past does not refer to past time after *would you mind*; it refers to present or future time. See Chart 10-3 for more information.)

□ **EXERCISE 3:** Using the verb in parentheses, fill in the blank either with *if I + the past tense* or with *the -ing form of the verb*. In some of the sentences, either response is possible but the meaning is different.

1. I'm getting tired. I'd like to go home and go to bed. Would you mind
(leave) if I left early?
2. I'm sorry. I didn't understand what you said. Would you mind (repeat)
repeating that?
3. A: Are you going to the post office?
B: Yes.
A: Would you mind (mail) _____ this letter for me?
B: Not at all.
4. A: Are you coming with us?
B: I know I promised to go with you, but I'm not feeling very good.
Would you mind (stay) _____ home?
A: Of course not.
5. A: I still don't understand how to work this algebra problem. Would you
mind (explain) _____ it again?
B: Not at all. I'd be happy to.
6. A: It's getting hot in here. Would you mind (open) _____
the window?
B: No.
7. A: This is probably none of my business, but would you mind (ask)
_____ you a personal question?
B: It depends.
8. A: Would you mind (smoke) _____?
B: I'd really rather you didn't.
9. A: Excuse me. Would you mind (speak) _____ a little more
slowly? I didn't catch what you said.
B: I'd be happy to.
10. A: I don't like this TV program. Would you mind (change) _____
_____ the channel?
B: Unh-unh.

2-5 USING IMPERATIVE SENTENCES TO MAKE POLITE REQUESTS

| | |
|--|--|
| (a) Shut the door. (b) Be on time. (c) Don't shut the door. (d) Don't be late. | An imperative sentence has an understood subject (<i>you</i>), and the verb (e.g., <i>shut</i>) is in the simple form. <i>Shut the door.</i> = (<i>You</i>) <i>shut the door.</i> <i>Be on time.</i> = (<i>You</i>) <i>be on time.</i> In the negative, don't precedes the simple form of the verb. |
| (e) Turn right at the corner. (f) Shut the door. (g) Please shut the door. Shut the door, please . | An imperative sentence can be used to give directions, as in (e). An imperative sentence can be used to give an order, as in (f). It can also be used to make a polite request, as in (g), when the word please is added.* |

*Sometimes **would you/could you** is added as a tag question (almost as an afterthought) to turn an imperative into a polite request; e.g., *Shut the door, would/could you?* Sometimes, usually in a formal situation, **won't you** is added to an imperative as a tag question to make a polite request; e.g., *Have a seat, won't you?* (See Appendix 1, Chart B-4 for information about tag questions.)

□ EXERCISE 4—ORAL (BOOKS CLOSED): Turn the following imperative sentences into polite requests.

- Example:

Open the window.

Possible responses:

Please open the window. Could you please open the window? Would you mind opening the window?

Example:

Give me a cup of coffee.

Possible responses:

May I please have a cup of coffee? Could you get me a cup of coffee?
1. Turn on the light.

2. Give me that book.

3. Sit down.

4. Say that again.

5. Give me your pen.

6. Pass me the butter.

7. Give me a ride home in your car.

8. Tell me what time it is.

9. Mail these letters if you go to the post office.

10. Close the window and turn on the air conditioner.

11. Let me out of the elevator.

□ EXERCISE 5—ORAL (BOOKS CLOSED): Ask polite questions in the following situations. Use any appropriate modal (**may, could, would, etc.**) or polite imperative.

1. Your plane leaves at six P.M. tomorrow. You want your friend to take you to the airport.

2. You're sitting at your friend's house. A bowl of fruit is sitting on the table. You want an apple.

3. You're in class. You're hot. The window is closed.

4. You're in a car. Your friend's driving. You want her to stop at the next mailbox so you can mail a letter.
5. You're trying to study. Your roommate is playing his music tapes very loudly, and this is bothering you.
6. You call your friend. Someone else answers and tells you that he's out. You want to leave a message.
7. You want your pen. You can't reach it, but your friend can. You want her to hand it to you.
8. You're at a restaurant. You want some more coffee.
9. You're at your friend's house. You want to help her set the dinner table.
10. You're the teacher. You want a student to shut the door.
11. You want to make a telephone call. You're in a store and have to use a pay phone, but you don't have any change. All you have is (*a one-dollar bill*). You ask a clerk for change.
12. You're at a restaurant. You've finished your meal and are ready to leave. You ask the waiter for the check.
13. You call your boss's house. His name is Mr. Smith. You want to talk to him. His wife answers the phone.
14. You're giving a dinner party. Your guests have just arrived. You want to get them something to drink.
15. Your guests have arrived. You want them to sit down.
16. You're walking down the hall of the classroom building. You need to know what time it is. You ask a student you've never met.*
17. You're in the middle of the city. You're lost. You're trying to find the bus station. You stop someone on the street to ask for directions.
18. You call the airport. You want to know what time Flight 62 arrives.
19. You're in a department store. You find a sweater that you like, but you can't find the price tag. You ask the clerk to tell you how much it costs.
20. It's your first day on campus. You're supposed to be at the library for a meeting, but you can't find the library. You ask for information from another student you meet on the sidewalk.

☐ **EXERCISE 6—ORAL/WRITTEN:** What are some common polite requests you have heard or have said in the following places?

1. in this classroom
2. at a restaurant
3. at a clothing store
4. at an airport
5. on the telephone
6. at a service station ➤



*The responses to 16 through 20 may include noun clauses. For word order in noun clauses, see Chapter 7.

2-6 EXPRESSING NECESSITY: **MUST, HAVE TO, HAVE GOT TO**

| | |
|--|--|
| <p>(a) All applicants must take an entrance exam.</p> <p>(b) All applicants have to take an entrance exam.</p> | <p>Must and have to both express necessity.</p> <p>In (a) and (b): It is necessary for every applicant to take an entrance exam. There is no other choice. The exam is required.</p> |
| <p>(c) I'm looking for Brian. I have to talk to him about our lunch appointment tomorrow. I can't meet him for lunch because I have to go to a business meeting at 1:00.</p> <p>(d) Where's Sue? I must talk to her right away. I have an urgent message for her.</p> | <p>In everyday statements of necessity, have to is used more commonly than must. Must is usually stronger than have to and can indicate urgency or stress importance. In (c): The speaker is simply saying, "I need to do this and I need to do that." In (d): The speaker is strongly saying, "This is very important!"</p> |
| <p>(e) I have to ("hafta") be home by eight.</p> <p>(f) He has to ("hasta") go to a meeting tonight.</p> | <p>Note: have to is usually pronounced "hafta"; has to is usually pronounced "hasta."</p> |
| <p>(g) I have got to go now. I have a class in ten minutes.</p> <p>(h) I have to go now. I have a class in ten minutes.</p> | <p>Have got to also expresses the idea of necessity: (g) and (h) have the same meaning. Have got to is informal and is used primarily in spoken English. Have to is used in both formal and informal English.</p> |
| <p>(i) I have got to go ("I've gotta go/I gotta go") now.</p> | <p>Usual pronunciation of got to is "gotta." Sometimes have is dropped in speech: "I gotta do it."</p> |
| <p>(j) PRESENT or FUTURE I have to/have got to/must study tonight.</p> <p>(k) PAST: I had to study last night.</p> | <p>The idea of past necessity is expressed by had to. There is no other past form for must (when it means necessity) or have got to.</p> |

❑ EXERCISE 7—ORAL (BOOKS CLOSED): Answer the questions. Practice pronouncing the usual spoken forms of **have to** and **have got to**.

- 1. What are some of the things you have to do today or tomorrow?
- 2. What does (. . .) have to do today?
- 3. What have you got to do after class?
- 4. What has (. . .) got to do after class?
- 5. Can you think of something very important that you must do today or tomorrow?
- 6. What is something that you had to do yesterday?
- 7. Ask a classmate a question using **have to** and **what time/where/how often/why**.*

*A form of **do** is used with **have to** in questions: e.g., *When does he have to leave?*

2-7 LACK OF NECESSITY AND PROHIBITION: HAVE TO AND MUST IN THE NEGATIVE

| | |
|--|--|
| LACK OF NECESSITY (a) Tomorrow is a holiday. We <i>don't have to go</i> to class. (b) I can hear you. You <i>don't have to shout</i> .* | When used in the negative, <i>must</i> and <i>have to</i> have different meanings. |
| | <i>do not have to</i> = <i>lack of necessity</i> . In (a): It is not necessary for us to go to class tomorrow because there is a holiday. |
| PROHIBITION (c) You <i>must not look</i> in the closet. Your birthday present is hidden there. (d) You <i>must not tell</i> anyone my secret. Do you promise? | <i>must not</i> = <i>prohibition</i> (DO NOT DO THIS!) In (c): Do not look in the closet. I forbid it. Looking in the closet is prohibited. |
| | Negative contraction: <i>mustn't</i> . (The first "t" is not pronounced: "muss-ənt.") |

*Lack of necessity may also be expressed by *need not* + *the simple form of a verb*: You *needn't shout*. The use of *needn't* as an auxiliary is chiefly British other than when it is used in certain common expressions such as "You needn't worry."

☐ EXERCISE 8: Use *must not* or *do not have to* in the following.

- I've already finished all my work, so I don't have to study tonight. I think I'll read for a while.
- I must not forget to take my key with me.
- You _____ introduce me to Dr. Gray. We've already met.
- A person _____ become rich and famous in order to live a successful life.
- In order to be a good salesclerk, you _____ be rude to a customer.
- I _____ go to the doctor. I'm feeling much better.
- A person _____ get married in order to lead a happy and fulfilling life.
- Johnny! You _____ play with sharp knives.
- We _____ go to the concert if you don't want to, but it might be good.

10. An entering freshman _____ declare a major immediately. The student may wait a few semesters before deciding upon a major.
11. Bats _____ see in order to avoid obstacles. They can navigate in complete darkness.
12. This is an opportunity that comes once in a lifetime. We _____ let it pass. We must act.
13. If you encounter a growling dog, you _____ show any signs of fear. If a dog senses fear, it is more likely to bite a person.
14. Tigers are magnificent animals. We _____ allow them to become extinct.
15. The class trip to the art museum is optional. You _____ go, but you might enjoy it.

□ EXERCISE 9—ORAL (BOOKS CLOSED): Complete the sentences with your own words.

Example: Students don't have to

Possible response: Students in elementary school don't have to pay tuition.

Example: Students must not

Possible response: Students must not cheat during tests.

1. Children must not
2. Children don't have to
3. Drivers must not
4. Drivers don't have to
5. We don't have to
6. We must not
7. (. . .) doesn't have to
8. (. . .) must not
9. Waiters must not
10. Waiters don't have to
11. I don't have to
12. I must not

2-8 ADVISABILITY: **SHOULD, OUGHT TO, HAD BETTER**

| | |
|--|--|
| <p>(a) You should study harder. You ought to study harder.</p> <p>(b) Drivers should obey the speed limit. Drivers ought to obey the speed limit.</p> | <p>Should and ought to have the same meaning: they express advisability. The meaning ranges in strength from a suggestion (“This is a good idea.”) to a statement about responsibility or duty (“This is a very important thing to do.”). In (a): “This is a good idea. This is my advice.” In (b): “This is an important responsibility.”</p> |
| <p>(c) You shouldn’t leave your keys in the car.</p> | <p>Negative contraction: shouldn’t.*</p> |
| <p>(d) I ought to (“otta”) study tonight, but I think I’ll watch TV instead.</p> | <p>Ought to is sometimes pronounced “otta” in informal speaking.</p> |
| <p>(e) The gas tank is almost empty. We had better stop at the next service station.</p> <p>(f) You had better take care of that cut on your hand soon, or it will get infected.</p> | <p>In meaning, had better is close to should/ought to, but had better is usually stronger. Often had better implies a warning or a threat of possible bad consequences. In (e): If we don’t stop at a service station, there will be a bad result. We will run out of gas.</p> <p>Notes: Had better has a present or future meaning. It is followed by the simple form of a verb. It is more common in speaking than writing.</p> |
| <p>(g) You’d better take care of it.</p> <p>(h) You better take care of it.</p> <p>(i) You’d better not be late.</p> | <p>Contraction: ’d better, as in (g). Sometimes in speaking, had is dropped, as in (h). Negative form: had better + not.</p> |

***Ought to** is not commonly used in the negative. If it is used in the negative, the **to** is often dropped: *You oughtn’t (to) leave your keys in the car.*

☐ EXERCISE 10—ORAL: Complete the following sentences.

1. I should study tonight because
2. I ought to study tonight because
3. I had better study tonight. If I don’t,
4. I should wash my clothes today, but
5. I’d better wash my clothes today, or
6. It’s a beautiful day. We ought to
7. It looks like rain. If you’re going out, you’d better
8. You’d better obey the speed limit. If
9. You shouldn’t stay up late tonight because
10. You’d better not stay up late tonight. If you do

□ **EXERCISE 11—ORAL (BOOKS CLOSED):** Give advice in the following situations by using *should*, *ought to*, or *had better*.

Example: I have a test tomorrow.

Response: You should (ought to, had better) study tonight.

1. I'm writing a composition, and there is a word I don't know how to spell.
2. I don't feel good. I think I'm catching a cold.
3. I can't see the blackboard when I sit in the back row.
4. I'm cold.



5. My foot is asleep.
6. I'm homesick.
7. I have a problem with my student visa.
8. My roommate snores and I can't get to sleep.
9. I need to improve my English.
10. I can't stop yawning.
11. My library book is due today.
12. There's no food in my house, and some guests are coming to dinner tonight.
13. I have only twenty-five cents in my pocket, but I need some money to go out tonight.
14. My apartment is a mess, and my mother is coming to visit me tomorrow.
15. I'm about to leave on a trip, but the gas gauge in my car is on empty.
16. I have a toothache.
17. I have the flu.
18. My friend is arriving at the airport this evening. I'm supposed to pick him up, but I've forgotten what time his plane gets in.
19. I have the hiccups.

□ **EXERCISE 12—ORAL:** Which sentence in the following pairs is stronger? Discuss situations in which a speaker might say these sentences.

- | | |
|--|---|
| 1. a. You <i>should</i> go to a doctor. | 4. a. I <i>have to</i> go to the post office. |
| b. You'd <i>better</i> go to a doctor. | b. I <i>should</i> go to the post office. |
| 2. a. Mary <i>should</i> go to work today. | 5. a. We <i>shouldn't</i> go into that room. |
| b. Mary <i>must</i> go to work today. | b. We <i>must not</i> go into that room. |
| 3. a. We've <i>got to</i> go to class. | 6. a. You'd <i>better not</i> go there alone. |
| b. We <i>ought to</i> go to class. | b. You <i>shouldn't</i> go there alone. |

□ **EXERCISE 13:** Use either *should* or *must/have to* in the following. In some sentences either is possible, but the meaning is different.

1. A person _____ eat in order to live.
2. A person _____ eat a balanced diet.
3. If you want to become a doctor, you _____ go to medical school for many years.
4. We _____ go to Colorado for our vacation.
5. According to my academic advisor, I _____ take another English course.
6. I _____ write to my folks tonight, but I think I'll wait and do it tomorrow.
7. You _____ have a passport if you want to travel abroad.
8. Everyone _____ have certain goals in life.
9. Rice _____ have water in order to grow.
10. I _____ go to class, but I don't feel good. I think I'd better stay home.
11. If a door is locked, you _____ use a key to open it.
12. I don't have enough money to take the bus, so I _____ walk home.
13. If you don't know how to spell a word, you _____ look it up in the dictionary.

14. This pie is very good. You _____ try a piece.

15. This pie is excellent! You _____ try a piece.*

2-9 THE PAST FORM OF SHOULD

| | |
|--|--|
| <p>(a) I had a test this morning. I didn't do well on the test because I didn't study for it last night. I should have studied last night.</p> <p>(b) You were supposed to be here at 10 P.M., but you didn't come until midnight. We were worried about you. You should have called us. (You did not call.)</p> | <p>Past form: should have + past participle.*</p> <p>In (a): "I should have studied" means that studying was a good idea, but I didn't do it. I made a mistake.</p> <p>Usual pronunciation of should have: "should-of" or "shoulda."</p> |
| <p>(c) I hurt my back. I should not have carried that heavy box up two flights of stairs. (I carried the box and now I am sorry.)</p> <p>(d) We went to the movie, but it was a bad movie. We wasted our time and money. We should not have gone to the movie.</p> | <p>In (c): "I should not have carried" means that I carried something, but it turned out to be a bad idea. I made a mistake.</p> <p>Usual pronunciation of should not have: "shouldn't-of" or "shouldn't'a."</p> |

*The past form of **ought to** is **ought to have + past participle**. (*I ought to have studied.*) It has the same meaning as the past form of **should**. In the past, **should** is used more commonly than **ought to**. **Had better** is only rarely used in a past form (e.g., *He had better have taken care of it.*) and usually only in speaking, not writing.

☐ EXERCISE 14—ORAL: Make sentences based on the following situations. Use **should have + past participle**.

- Tom made a mistake yesterday. He left the door to his house open, and a bird flew in. He had a terrible time catching the bird.
→ *Tom shouldn't have left the door open.*
- There was an important meeting yesterday afternoon, but you decided not to go. That was a mistake.
- Ann didn't feel good a couple of days ago. I told her to see a doctor, but she didn't. That was a mistake. Now she is very sick.
- I didn't invite Sam to my party. That made him feel bad. I'm sorry I didn't invite him.

*Sometimes in speaking, **must** has the meaning of a very enthusiastic **should**.

5. Mary sold her car. That was a mistake because now she can't take trips to see her friends and relatives.
6. Alex signed a contract to buy some furniture without reading it thoroughly. Now he has discovered that he is paying a lot more money than he expected. He made a mistake.

□ **EXERCISE 15—ORAL (BOOKS CLOSED):** Use *should have* + *past participle* in your response.

Example: You failed the test because you didn't study.

Response: I should have studied.

Example: You didn't study because you went to a movie.

Response: I shouldn't have gone to a movie.

1. You are cold because you didn't wear a coat.
2. You misspelled a word because you didn't look it up in the dictionary.
3. Your friend is upset because you didn't write him a letter.
4. You are broke now because you spent all your money foolishly.
5. The room is full of flies because you opened the window.
6. You don't have any food for dinner because you didn't go to the grocery store.
7. You overslept this morning because you didn't set your alarm clock.
8. Your friends went to (*New Orleans*) over vacation. They had a good time. You didn't go with them, and now you are sorry.
9. John didn't study hard enough in high school. Now he can't get into college.
10. You went for a walk without your umbrella. It started to rain.
11. You didn't have a cup of coffee. Now you are sleepy.
12. You didn't stop for gas, and then you ran out of gas on the highway.
13. You were sick yesterday, but you went to class anyway. Today you feel worse.
14. The weather was beautiful yesterday, but you stayed inside all day.
15. You bought your friend some candy as a gift, but he doesn't like candy.
16. The little girl told a lie. She got into a lot of trouble.
17. You have a stomach ache because you ate (*five hamburgers*).
18. You had to pay a fine because your library book was overdue.
19. You lent your car to (. . .), but s/he had an accident because s/he was driving on the wrong side of the road.
20. When (. . .) fell asleep on the overnight train from (*place name*) to (*place name*), her purse was stolen.

2-10 EXPECTATIONS: *BE SUPPOSED TO* AND *BE TO*

| | |
|--|--|
| <p>(a) The game is supposed to begin at 10:00.</p> <p>(b) The game is to begin at 10:00.</p> <p>(c) The committee is supposed to meet tomorrow.</p> <p>(d) The committee is to meet tomorrow.</p> | <p>Be supposed to and be to (a form of be followed immediately by an infinitive, e.g., is to begin) express the idea that someone (I, we, they, the teacher, lots of people, my father, etc.) expects something to happen. Be supposed to and be to often express expectations about scheduled events or correct procedures. In (a) and (b): The speaker expects the game to begin at 10:00 because that is the schedule. Be to is stronger, more definite, than be supposed to.</p> |
| <p>COMPARE:</p> <p>(e) I should go to the meeting. I can get some information if I go. Going to the meeting is a good idea.</p> <p>(f) I am supposed to go to the meeting. My boss told me that he wants me to attend.</p> | <p>Be supposed to and be to also express expectations about behavior; often they give the idea that someone expects a particular person to do something.</p> <p>Be supposed to is close in meaning to should, but be supposed to, as in (f), gives the idea that someone else expects (requests or requires) this behavior.</p> |
| <p>COMPARE:</p> <p>(g) I must be at the meeting. The meeting can't occur without me because I'm the only one who has certain information.</p> <p>(h) I am to be at the meeting. My boss ordered me to be there. He will accept no excuses.</p> | <p>Be to is close in meaning to must, but be to, as in (h), includes the idea that someone else strongly expects (demands or orders) this behavior.</p> <p>Be to is used to state strong expectations: e.g., rules, laws, instructions, demands, orders.</p> |

☐ **EXERCISE 16—ERROR ANALYSIS:** Find and correct the errors in the following sentences.

1. The building custodian supposed to unlock the classrooms every morning.

2. You're not suppose to open that door.

3. Where are we suppose to meet?

4. I have a meeting at seven tonight. I suppose to be there a little early to discuss the agenda.

5. When we go to the store, Annie, you do not suppose to handle the glassware. It might break, and then you'd have to pay for it out of your allowance.

□ **EXERCISE 17—ORAL:** Restate the following rules in sentences with *be to*.

1. NO SMOKING. → *You are not to smoke.*
2. KEEP OFF THE GRASS.
3. NO EATING OR DRINKING IN THIS ROOM.
4. MOVE TO THE REAR OF THE BUS.
5. DO NOT JOKE WITH AIRPORT PERSONNEL WHILE YOUR HAND LUGGAGE IS BEING INSPECTED.
6. USE THE STAIRS IN CASE OF FIRE. DO NOT USE THE ELEVATOR.
7. NO LITTERING.
8. SLOWER TRAFFIC KEEP RIGHT.

□ **EXERCISE 18—ORAL (BOOKS CLOSED):** Practice using *be to*. Make up several sentences using *be to* for each of the following situations.

Example: The teacher gave the students a writing assignment. Tell us what the students are to do.

Possible response: They are to write a composition./They are to write it about a person they admire./They are to hand it in next Tuesday./They are to write it in ink./They are not to write it in pencil.

1. Jack's back hurt, so he went to a doctor. She gave him some instructions. Tell us what he is to do and what he is not to do.
2. This is your assignment for the next class. (*Supply an assignment.*) Can you repeat to me what you are to do?
3. Your son has some jobs to do before he can go outside and play. What is he to do?
4. You have a new job as a cook. Your boss told you what she expects of you. Can you tell us what she expects of you?
5. You are on a committee to make rules for this school. The committee is writing a list of rules. What does this list include?
6. All of us use the library. What behavior is expected of us? (*"We are to . . ."*)
7. You are in charge of some children at a playground. You want to make sure they understand the rules you set. Tell them the rules. (*"Children, you are to . . ."*)
8. Who lives in an apartment building or dormitory? What is expected of its residents?

□ **EXERCISE 19—ORAL:** Which sentence in each pair is stronger?

1. a. You *have got to wear* your seatbelt.
b. You *should wear* your seatbelt.
2. a. You *are to wear* your seatbelt.
b. You *ought to wear* your seatbelt.
3. a. You *must wear* your seatbelt.
b. You *had better wear* your seatbelt.
4. a. You *have to wear* your seatbelt.
b. You *are supposed to wear* your seatbelt.
5. a. We *are to bring* our own pencils to the test.
b. We *are supposed to bring* our own pencils.
6. a. We *are supposed to bring* our own pencils.
b. We *have to bring* our own pencils.
7. a. We *ought to bring* our own pencils.
b. We *have got to bring* our own pencils.
8. a. We *had better bring* our own pencils.
b. We *should bring* our own pencils.

□ **EXERCISE 20—ORAL:** Complete the following and discuss the meaning you wish to express by giving reasons for your statement.

Example: I'd better

Possible response: I'd better write my mother a letter. (*Reason:* If I don't, there will be a bad result: she'll be angry or start worrying about me or feel hurt.)

1. I should
2. I'm supposed to
3. I ought to
4. I'd better
5. I have to
6. I've got to
7. I am to
8. I must
9. I shouldn't
10. I'm not supposed to
11. I'd better not
12. I don't have to
13. I am not to
14. I must not

2-11 MAKING SUGGESTIONS: *LET'S*, *WHY DON'T*,
SHALL I/WE

| | |
|--|--|
| <p>(a) <i>Let's go</i> to a movie.</p> <p>(b) <i>Let's not go</i> to a movie. <i>Let's stay</i> home instead.</p> | <p><i>Let's</i> = <i>let us</i>. <i>Let's</i> is followed by the simple form of a verb.</p> <p>Negative form: <i>let's</i> + <i>not</i> + <i>simple verb</i>.</p> <p>The meaning of <i>let's</i>: "I have a suggestion for us."</p> |
| <p>(c) <i>Why don't we go</i> to a movie?</p> <p>(d) <i>Why don't you come</i> around seven?</p> <p>(e) <i>Why don't I give</i> Mary a call?</p> | <p><i>Why don't</i> is used primarily in spoken English to make a friendly suggestion.</p> <p>In (c): <i>why don't we go</i> = <i>let's go</i>.</p> <p>In (d): I suggest that you come around seven.</p> <p>In (e): Should I give Mary a call? Do you agree with my suggestion?</p> |
| <p>(f) <i>Shall I open</i> the window? Is that okay with you?</p> <p>(g) <i>Shall we leave</i> at two? Is that okay?</p> <p>(h) Let's go, <i>shall we</i>?</p> <p>(i) Let's go, <i>okay</i>?</p> | <p>When <i>shall</i> is used with "I" or "we" in a question, the speaker is usually making a suggestion and asking another person if s/he agrees with this suggestion.</p> <p>Sometimes "shall we?" is used as a tag question after <i>let's</i>. More informally, "okay?" is used as a tag question, as in (i).</p> |

□ EXERCISE 21—ORAL: Pair up with another student. Together make up a short dialogue (5 to 10 lines) that includes the given sentence(s) and *why don't*. (Include *let's*, too, if you wish.) Then present your dialogue to the class.

Example: I don't feel very good.

Dialogue: A: Is something the matter, Carlos?
B: *I don't feel very good.*
A: Oh? What's wrong?
B: My stomach feels a little upset.
A: Maybe it's something you ate. *Why don't you go home and rest for a while?*
B: I think I will.

- 1. I don't feel good.
- 2. I'm hungry.
- 3. Where should we go for our vacation?
- 4. I'm sleepy.
- 5. What a beautiful day it is! We shouldn't stay inside all day.
- 6. It's hot in here.
- 7. I don't know what this word means.
- 8. There's a meeting tonight, but I really don't want to go.

9. I'd like to eat out tonight.
10. The children are bored.
11. I don't like my job.
12. What do you feel like doing tonight?

2-12 MAKING SUGGESTIONS: COULD

| | |
|---|--|
| <p>--What should we do tomorrow?</p> <p>(a) Why don't we go on a picnic?</p> <p>(b) We could go on a picnic.</p> | <p>Could can be used to make suggestions. (b) is similar to (a) in meaning; i.e., the speaker is suggesting a picnic.</p> |
| <p>--I'm having trouble in math class.</p> <p>(c) You should talk to your teacher.</p> <p>--I'm having trouble in math class.</p> <p>(d) You could talk to your teacher. Or you could ask Ann to help you with your math lessons. Or I could try to help you.</p> | <p>Should gives definite advice. In (c), the speaker is saying: "I believe it is important for you to do this. This is what I recommend."</p> <p>Could offers suggestions or possibilities. In (d), the speaker is saying: "I have some possible suggestions for you. It is possible to do this. Or it is possible to do that."*</p> |
| <p>--I failed my math class.</p> <p>(e) You should have talked to your teacher and gotten some help from her during the term.</p> <p>--I failed my math class.</p> <p>(f) You could have talked to your teacher. Or you could have asked Ann to help you with your math. Or I could have tried to help you.</p> | <p>Should have gives "hindsight advice."** In (e), the speaker is saying: "It was important for you to talk to the teacher, but you didn't do it. You made a mistake."</p> <p>Could have offers "hindsight possibilities."** In (f), the speaker is saying: "You had the chance to do this or that. It was possible for this or that to happen. You missed some good opportunities."</p> |

***Might** (but not **may**) can also be used to make suggestions (*You might talk to your teacher.*), but the use of **could** is more common.

**"Hindsight" refers to looking at something after it happens.

☐ **EXERCISE 22:** Discuss Speaker B's use of **should** and **could** in the following dialogues. In your own words, what is Speaker B saying?

1. A: Ted doesn't feel good. He has a bad stomach ache.
B: He **should** see a doctor.
2. A: Ted doesn't feel good. He has a bad stomach ache. What do you think he should do?
B: Well, I don't know. He **could** see a doctor. He **could** see Dr. Smith. Or he **could** see Dr. Jones. Or he **could** simply stay in bed for a day and hope he feels better tomorrow.

3. A: I need to get to the airport.
B: You *should take* the airport bus. It's cheaper than a taxi.
4. A: I need to get to the airport.
B: Well, you *could take* the airport bus. Or you *could take* a taxi. Maybe Fred *could take* you. He has a car.
5. A: I took a taxi to the airport, and it cost me a fortune.
B: You *should have taken* the airport bus.
6. A: I took a taxi to the airport, and it cost me a fortune.
B: You *could have taken* the airport bus. Or maybe Fred *could have taken* you.

□ **EXERCISE 23—ORAL (BOOKS CLOSED):** Answer the questions. Use *could* to suggest possibilities. Use *should* only if you want to give strong, definite advice.

Example: I need to get to the airport. Any suggestions?

Possible response: You could take a taxi or the airport bus. Or I could take you if I can borrow my brother's car.

Possible response: In my opinion, you should take the airport bus.

1. I don't have any plans for this weekend. I need some suggestions.
2. (. . .) and I want to go to a nice restaurant for dinner tonight. Any suggestions?
3. I need to get from here to (*name of a place in this city/town*). Any suggestions?
4. (. . .) needs to buy an umbrella, but s/he doesn't know where to go. S/he needs some suggestions.
5. I'm hungry. I'm going to eat an egg. Give me some suggestions on how to cook it. What are the possibilities?
6. I need to get a car, but it can't be very expensive. Any suggestions?
7. I bought a (*name of a car*), but I'm unhappy with it. In hindsight, can you suggest other possibilities for a kind of car I could have bought?
8. I went to the food store yesterday and bought some bread. That's all. But then when it came time for me to fix myself some dinner, all I had was some bread and butter. Suggest some possibilities of other things I could have bought.
9. I went to (*name of a place*) for my vacation last summer, but I didn't enjoy it. In hindsight, can you suggest some other possibilities that I didn't think of? (I had only five days and a limited amount of money.)
10. (. . .) went to (*name of a restaurant*) for dinner last night, but the food was terrible. Do you have any hindsight suggestions?

2-13 EXPRESSING DEGREES OF CERTAINTY:
PRESENT TIME

| | |
|--|---|
| <p>100% sure: --Why isn't John in class? He is sick.</p> <p>95% sure: He must be sick.</p> <p>less than 50% sure: { He may be sick. He might be sick. He could be sick.</p> | <p>"Degree of certainty" refers to how sure we are—what we think the chances are—that something is true.</p> <p>If we are sure something is true in the present, we don't need to use a modal. For example, if I say, "John is sick," I am sure; I am stating a fact that I am sure is true. My degree of certainty is 100%.</p> |
| <p>--Why isn't John in class?</p> <p>(a) He must be sick. (Usually he is in class every day, but when I saw him last night, he wasn't feeling good. So my best guess is that he is sick today. I can't think of another possibility.)</p> | <p>Must is used to express a strong degree of certainty about a present situation, but the degree of certainty is still less than 100%.</p> <p>In (a): The speaker is saying: "Probably John is sick. I have evidence to make me believe that he is sick. That is my logical conclusion, but I do not know for certain."</p> |
| <p>--Why isn't John in class?</p> <p>(b) He may be sick.</p> <p>(c) He might be sick.</p> <p>(d) He could be sick. (I don't really know. He may be at home watching TV. He might be at the library. He could be out of town.)</p> | <p>May, might, and could are used to express a weak degree of certainty.</p> <p>In (b), (c), and (d): The speaker is saying: "Perhaps, maybe,* possibly John is sick. I am only making a guess. I can think of other possibilities."</p> <p>(b), (c), and (d) have the same meaning.</p> |

**Maybe* (spelled as one word) is an adverb: *Maybe he is sick.* *May be* (spelled as two words) is a verb form: *He may be sick.*

□ EXERCISE 24—ORAL (BOOKS CLOSED): From the given information, make your "best guess" by using *must*.

Example: Alice always gets the best grades in the class. Why?
Response: She must study hard./She must be intelligent.

- 1. (. . .) is yawning. Why?
- 2. (. . .) is sneezing and coughing. Why?
- 3. (. . .) is wearing a wedding ring. Why?
- 4. (. . .) is shivering and has goose bumps. Why?
- 5. (. . .)'s stomach is growling. Why?
- 6. (. . .) is scratching his arm. Why?
- 7. (. . .) is going to get married in five minutes. His/her hands are shaking. Why?

8. (. . .) has already had two glasses of water, but now he/she wants another. Why?
9. (. . .) is smiling. Why?
10. (. . .) is crying. Why?
11. You just picked up a telephone receiver, but there is no dial tone. Why?
12. There is a restaurant in town that is always packed (full). Why?
13. I am in my car. I am trying to start it, but the engine won't turn over. I left my lights on all day. What's wrong?
14. Every night there is a long line of people waiting to get into (*a particular movie*). I wonder why.
15. Don't look at your watch. What time is it?

□ **EXERCISE 25—ORAL (BOOKS CLOSED):** Respond by using "I don't know" + *may/might/could*.

Example: (. . .)'s grammar book isn't on her desk. Where is it?

Response: I don't know. It *may/might/could* be in her book bag.

1. (. . .) isn't in class today. Where is s/he? (*I don't know. S/he . . .*)
2. Where does (. . .) live? (*I don't know. S/he . . .*)
3. What do you think I have in my briefcase/pocket/purse?
4. What kind of watch is (. . .) wearing?
5. I can't find my pen. Do you know where it is?
6. How old do you think (*someone famous*) is?

□ **EXERCISE 26:** Complete the sentences by using *must* or *may/might/could* with the expressions in the list or with your own words.

be about ten

be very proud

✓ *like green*

be at a meeting

feel terrible

miss them very much

be crazy

fit Jimmy

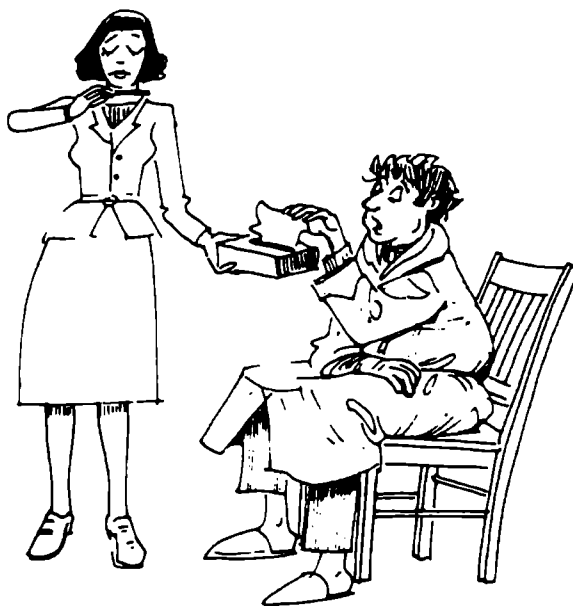
be rich

have the wrong number

1. A: Have you noticed that Professor Adams wears something green every day?
B: I know. He *must like green.*
2. A: Ed just bought his wife a diamond necklace with matching earrings.
B: That's expensive! He _____
A: He is.

3. A: Look at the man standing outside the window on the fifteenth floor of the building.
B: He _____
A: I agree. Only a nut would do something like that.
4. A: Where's Ms. Adams? She's not in her office.
B: I don't know. She _____
A: If you see her, would you tell her I'm looking for her?
B: Certainly, Mr. French.
5. A: Hello?
B: Hello. May I speak to Ron?
A: I'm sorry. You _____
There's no one here by that name.
6. A: I've heard that your daughter recently graduated from law school and that your son has gotten a scholarship to the state university. You _____

B: We are.
7. A: You're coughing and sneezing, blowing your nose, and running a fever. You _____
B: I do.



8. A: This winter jacket is still in good shape, but **Tommy has outgrown** it.

Do you think it would fit one of your sons?

B: Well, it's probably too small for Johnny, too, but it _____

9. A: How long has it been since you last saw your family?

B: Over a year.

A: You _____

B: I do.

10. A: How old is their daughter now?

B: Hmmm. I think she was born around the same time our daughter was born. She _____

2-14 DEGREES OF CERTAINTY: PRESENT TIME NEGATIVE

| | |
|---|---|
| <p>100% sure: Sam isn't hungry.</p> <p>99% sure: { Sam couldn't be hungry. Sam can't be hungry.</p> <p>95% sure: Sam must not be hungry.</p> <p>less than 50% sure: { Sam may not be hungry. Sam might not be hungry.</p> | |
| (a) Sam doesn't want anything to eat. He isn't hungry. He told me his stomach is full. He says he isn't hungry. I believe him. | In (a): The speaker is sure that Sam is not hungry. |
| (b) Sam couldn't/can't be hungry! That's impossible! I just saw him eat a huge meal. He has already eaten enough to fill two grown men. Did he really say he'd like something to eat? I don't believe it. | In (b): The speaker believes that there is no possibility that Sam is hungry (but the speaker is not 100% sure). Notice the negative use: couldn't and can't forcefully express the idea that the speaker believes something is impossible. |
| (c) Sam isn't eating his food. He must not be hungry. That's the only reason I can think of. | In (c): The speaker is expressing a logical conclusion, a "best guess." |
| (d) I don't know why Sam isn't eating his food. He may/might not be hungry right now. Or maybe he doesn't feel well. Or perhaps he ate just before he got here. Who knows? | In (d): The speaker uses may not/might not to mention a possibility. |

□ **EXERCISE 27—ORAL:** Complete the sentences by giving your “best guess.”

1. A: Sally has flunked every test so far this semester.
B: She must not . . . *study very hard*.
2. A: Who are you calling?
B: Dick. The phone is ringing, but there's no answer.
A: He must not
3. A: I'm trying to be a good host. I've offered Alice a glass of water, a cup of coffee or tea, a soft drink. She doesn't want anything.
B: She must not
4. A: I offered Mr. Chang some nuts, but he refused them. Then I offered him some candy, and he accepted.
B: He must not
5. A: Jack seems very lonely to me.
B: I agree. He must not
6. A: I've been trying to get Timmy into bed for the past hour, but he's still playing with his toys.
B: He must not

□ **EXERCISE 28—ORAL:** Give possible reasons for Speaker B's conclusions.

1. A: Someone is knocking at the door. It might be Mary.
B: It couldn't be Mary. (*Reason? Mary is in Moscow./Mary went to a movie tonight.*)
2. A: Someone left this wool hat here. I think it belongs to Alex.
B: It couldn't belong to him. (*Reason?*)
3. A: Someone told me that Fred is in Norway.
B: That can't be right. He couldn't be in Norway. (*Reason?*)
4. A: Look at that big bird. Is it an eagle?
B: It couldn't be an eagle. (*Reason?*)
5. A: Someone told me that Jane quit school.
B: You're kidding! That can't be true. (*Reason?*)

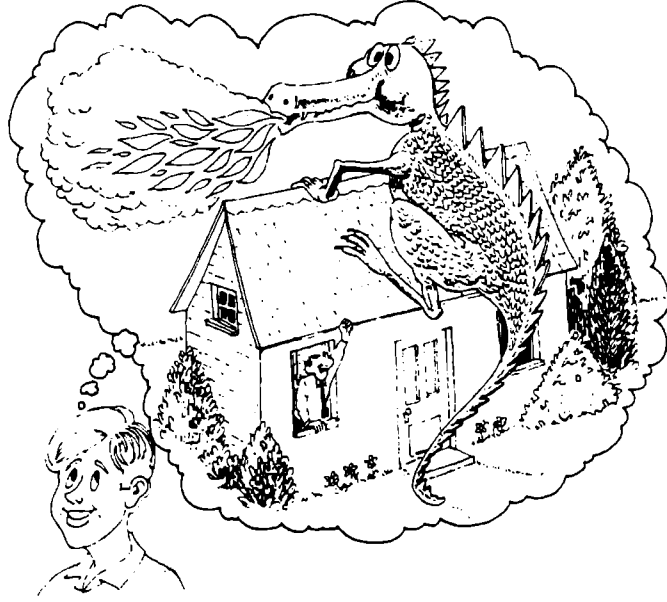
□ **EXERCISE 29—ORAL:** Discuss the meaning of the italicized verbs in the following.

1. **SITUATION:** Anna looks at some figures in her business records:
 $\$3456 + \$7843 = \$11,389$.
 - a. At first glance, she says to herself, “Hmmm. That *may not be* right.”
 - b. Then she looks at it again and says, “That *must not be* right. $6 + 3$ is 9, but $5 + 4$ isn't 8.”
 - c. So she says to herself, “That *couldn't be* right!”
 - d. Finally, she adds the figures herself and says, “That *isn't* right.”

2. **SITUATION:** Some people are talking about Ed.

- a. Tim says, "Someone told me that Ed quit his job, sold his house, and moved to an island in the Pacific Ocean."
- b. Lucy says, "That *may not be* true."
- c. Linda says, "That *must not be* true."
- d. Frank says, "That *can't be* true."
- e. Don says, "That *isn't* true."

3. **SITUATION:** Tom and his young son hear a noise on the roof.



- a. Tom says, "I wonder what that noise is."
- b. His son says, "It *may be* a bird."
- c. Tom: "It *can't be* a bird. It's running across the roof. Birds don't run across roofs."
- d. His son: "Well, some birds do. It *could be* a big bird that's running fast."
- e. Tom: "No, I think it *must be* some kind of animal. It *might be* a mouse."
- f. His son: "It sounds much bigger than a mouse. It *may be* a dragon!"
- g. Tom: "Son, it *couldn't be* a dragon. We don't have any dragons around here. They exist only in story books."
- h. His son: "It *could be* a little dragon that you don't know about."
- i. Tom: "Well, I suppose it *might be* some kind of lizard."
- j. His son: "I'll go look."
- k. Tom: "That's a good idea."
- l. His son comes back and says, "Guess what, Dad. It's a rat."

4. Make up your own dialogue:

SITUATION: You and your friend are at your home. You hear a noise. You discuss the noise: what *may/might/could/must/may not/couldn't/must not* be the cause. Then you finally find out what is going on.

2-15 DEGREES OF CERTAINTY: PAST TIME

| | |
|---|--|
| <p>PAST TIME: AFFIRMATIVE</p> <p>— <i>Why wasn't Mary in class?</i></p> <p>(a) 100%: She <i>was</i> sick.</p> <p>(b) 95%: She <i>must have been</i> sick.</p> <p>(c) less than 50%: { She <i>may have been</i> sick. She <i>might have been</i> sick. She <i>could have been</i> sick.</p> | <p>In (a): The speaker is sure.</p> <p>In (b): The speaker is making a logical conclusion; e.g., "I saw Mary yesterday and found out that she was sick. I assume that is the reason why she was absent. I can't think of any other good reason."</p> <p>In (c): The speaker is mentioning one possibility.</p> |
| <p>PAST TIME: NEGATIVE</p> <p>(d) 100%: Sam <i>wasn't</i> hungry.</p> <p>(e) 99%: { Sam <i>couldn't have been</i> hungry. Sam <i>can't have been</i> hungry.</p> <p>(f) 95%: Sam <i>must not have been</i> hungry.</p> <p>(g) less than 50%: { Sam <i>may not have been</i> hungry. Sam <i>might not have been</i> hungry.</p> | <p>In (d): The speaker is sure.</p> <p>In (e): The speaker believes that it is impossible for Sam to have been hungry.</p> <p>In (f): The speaker is making a logical conclusion.</p> <p>In (g): The speaker is mentioning one possibility.</p> |

□ EXERCISE 30—ORAL (BOOKS CLOSED): Respond first with *may have/might have/could have*. Then use *must have* after you get more information.

Example:

Jack was absent yesterday afternoon. Where was he?

Possible response: I don't know. He *may have been* at home. He *might have gone* to a movie. He *could have decided* to go to the zoo because the weather was so nice.

Follow-up:

What if you overhear him say, "My sister's plane was late yesterday afternoon. I had to wait almost three hours."

Now what do you think?

Expected response: He *must have been* at the airport to meet his sister's plane.

1. Jack didn't stay home last night. Where did he go?

--What if you overhear him say, "I usually go there to study in the evening because it's quiet, and if I need to use any reference books, they're right there."

2. How did Jack get to school today?

--What if you see him pull some car keys out of his pocket?

3. Jack took a vacation in a warm sunny place. Where do you suppose he went?

--What if you then overhear him say, "Honolulu is a nice city."

4. Jack visited a person in this class yesterday. Do you know who he visited?

--What if I say this person (*supply a certain distinguishing characteristic*)?

5. Jack walked into class this morning with a broken arm. What happened?

--Then you overhear him say, "After this I'm going to watch where I'm going when I'm riding my bicycle."

Modal Auxiliaries and Similar Expressions □ 95

□ **EXERCISE 31—ORAL:** Discuss the speakers' meanings in the following. Supply possible reasons for each speaker's conclusion.

1. **SITUATION:** Bob didn't come to the meeting.

Speaker A: He might not have known about it.

Speaker B: He must not have known about it.

Speaker C: He couldn't have known about it.

Speaker D: He didn't know about it.

2. **SITUATION:** Last night in an old mansion, someone killed Mrs. Peacock with a revolver in the dining room.

Speaker A: The killer might have been Colonel Mustard.

Speaker B: But it may not have been Colonel Mustard. It could have been Mrs. White, you know.

Speaker C: It couldn't have been Mrs. White. It can't have been Colonel Mustard either.

Speaker D: I think it must have been Miss Scarlet.

Speaker E: No, it wasn't Miss Scarlet, Colonel Mustard, or Mrs. White.

□ **EXERCISE 32:** Complete the dialogues. Use an appropriate form of *must* with the verbs in parentheses. Use the negative if necessary.

1. A: Paula fell asleep in class this morning.

B: She (*stay up*) must have stayed up too late last night.

2. A: Jim is eating everything in the salad but the onions. He's pushed all of the onions over to the side of his plate with his fork.

B: He (*like*) _____ onions.

3. A: George had to give a speech in front of 500 people.

B: Whew! That's a big audience. He (*be*) _____ nervous.

A: He was, but nobody could tell.

4. A: What time is it?

B: Well, we came at seven, and I'm sure we've been here for at least an hour. So it (*be*) _____ around eight o'clock.

5. A: My favorite magazine doesn't come in the mail anymore. I wonder why.

- B: Did your subscription run out?
- A: That's probably the problem. I (*forget*) _____ to renew it.
6. A: I met Marie's husband at the reception and we said hello to each other, but when I asked him a question in English, he just smiled and nodded.
- B: He (*speak*) _____ much English.
7. A: Where's Dorothy? I've been looking all over for her.
- B: I saw her about ten minutes ago in the living room. Have you looked there?
- A: Yes, I've looked everywhere. She (*leave*) _____.
8. A: Listen. Do you hear a noise downstairs?
- B: No, I don't hear a thing.
- A: You don't? Then something (*be*) _____ wrong with your hearing.
9. A: You have a black eye! What happened?
- B: I walked into a door.
- A: Ouch! That (*hurt*) _____.
- B: It did.
10. A: Who is your teacher?
- B: I think his name is Mr. Rock, or something like that.
- A: Mr. Rock? Oh, you (*mean*) _____ Mr. Stone.
11. A: I grew up in a small town.
- B: That (*be*) _____ dull.
- A: It wasn't at all. You can't imagine the fun we had.
12. A: Why are you here so early?
- B: Sam told me that the party started at seven o'clock.
- A: No, it doesn't start until eight o'clock. You (*misunderstand*) _____
_____.

2-16 DEGREES OF CERTAINTY: FUTURE TIME

| | |
|--|---|
| 100% sure: Kay <i>will do</i> well on the test. → (The speaker feels sure.) | |
| 90% sure: { She <i>should do</i> well on the test. } → (The speaker is almost sure.) { She <i>ought to do</i> well on the test. } | |
| less than 50% sure: { She <i>may do</i> well on the test. } → (The speaker is guessing.) { She <i>might do</i> well on the test. } { She <i>could do</i> well on the test. } | |
| (a) Kay has been studying hard. She <i>should do/ought to do</i> well on the test tomorrow. | <i>Should/ought to</i> can be used to express expectations about future events. In (a): The speaker is saying, "Kay will probably do well on the test. I expect her to do well. That is what I think will happen." |
| (b) I wonder why Sue hasn't written us. We <i>should have heard/ought to have heard</i> from her last week. | The past form of <i>should/ought to</i> is used to mean that the speaker expected something that did not occur. |

- ☐ EXERCISE 33: Use *will*, *should/ought to*, or *must* in the following. In some, more than one of the modals is possible. Discuss the meanings that the modals convey.*
1. Look at all the people standing in line to get into that movie. It must be a good movie.

2. Let's go to the lecture tonight. It should/ought to OR will be interesting.

3. Look. Jack's car is in front of his house. He _____ be at home. Let's stop and visit him.

4. A: Hello. May I speak to Jack?
B: He isn't here right now.
A: What time do you expect him?
B: He _____ be home around nine or so.

5. A: Who do you think is going to win the game tomorrow?
B: Well, our team has better players, so we _____ win, but you never know. Anything can happen in sports.

*COMPARE: *Must* expresses a strong degree of certainty about a *present* situation. (See Chart 2-13.) *Should* and *ought to* express a fairly strong degree of certainty about a *future* situation. *Will* indicates that there is no doubt in the speaker's mind about a future event.

6. A: It's very important for you to be there on time.
B: I _____ be there at seven o'clock. I promise!
7. A: What time are you going to arrive?
B: Well, the trip takes about four hours. I think I'll leave sometime around noon, so I _____ get there around four.
8. A: Here are your tickets, Mr. Anton. Your flight _____ depart from Gate 15 on the Blue Concourse at 6:27.
B: Thank you. Could you tell me where the Blue Concourse is?
9. A: Susie is yawning and rubbing her eyes.
B: She _____ be sleepy. Let's put her to bed early tonight.
10. A: Martha has been working hard all day. She left for work before dawn this morning.
B: She _____ be really tired when she gets home this evening.
11. A: Where can I find the address for the University of Chicago?
B: I'm not sure, but you _____ be able to find that information at the library. The library carries catalogues of most of the universities in the United States.
12. A: When's dinner?
B: We're almost ready to eat. The rice _____ be done in five minutes.
13. A: Where's your dictionary?
B: Isn't it on my desk?
A: No.
B: Then it must be in the bookcase. You _____ find it on the second shelf. Is it there?
14. Hmmm. I wonder what's causing the delay. Ellen's plane _____ have been here an hour ago.
15. I thought I had a dollar in my billfold, but I don't. I _____ have spent it.

16. I can't find my wallet. I _____ have left it in the restaurant at lunch time.
17. He left the office over an hour ago. He _____ be home by now.
18. Paul is very enthusiastic about his new job. I think he _____ do really well.

2-17 PROGRESSIVE FORMS OF MODALS

| | |
|--|--|
| <p>(a) Let's just knock on the door lightly. Tom may be sleeping. (<i>right now</i>)</p> <p>(b) All of the lights in Ann's room are turned off. She must be sleeping. (<i>right now</i>)</p> | <p>Progressive form, present time: <i>modal + be + -ing.</i></p> <p>Meaning: <i>in progress right now.</i></p> |
| <p>(c) Sue wasn't at home last night when we went to visit her. She might have been studying at the library.</p> <p>(d) Al wasn't at home last night. He has a lot of exams coming up soon, and he is also working on a term paper. He must have been studying at the library.</p> | <p>Progressive form, past time: <i>modal + have been + -ing.</i></p> <p>Meaning: <i>in progress at a time in the past.</i></p> |

☐ **EXERCISE 34:** Complete the sentences with the verbs in parentheses. Use **must**, **should**, or **may/might/could**. Use the appropriate progressive forms.

- Look. Those people who are coming in the door are carrying wet umbrellas. It (*rain*) **must be raining**.
- A: Why is Margaret in her room?
B: I don't know. She (*do*) **may be doing** her homework.
- A: Do you smell smoke?
B: I sure do. Something (*burn*) _____.
- A: The line's been busy for over an hour. Who do you suppose Frank is talking to?
B: I don't know. He (*talk*) _____ to his parents. Or he (*talk*) _____ to his sister in Chicago.
- A: What's all that noise upstairs? It sounds like a herd of elephants.
B: The children (*play*) _____ some kind of game.
A: That's what it sounds like to me, too. I'll go see.

6. A: I need to call Howard. Do you know which hotel he's staying at in Boston?
 B: Well, he (*stay*) _____ at the Hilton, but I'm not sure. He (*stay*) _____ at the Holiday Inn.
7. A: What are you doing?
 B: I'm writing a letter to a friend, but I (*study*) _____
 _____. I have a test tomorrow.
8. A: Did you know that Andy just quit school and started to hitchhike to Alaska?
 B: What? You (*kid*) _____.
9. A: Did Ed mean what he said about Andy yesterday?
 B: I don't know. He (*kid*) _____ when he said that, but who knows?
10. A: Did Ed really mean what he said yesterday?
 B: No, I don't think so. I think he (*kid*) _____.

2-18 USING USED TO (HABITUAL PAST) AND BE USED TO

| | |
|--|---|
| (a) Jack used to live in Chicago. | In (a): At a time in the past, Jack lived in Chicago, but he does not live in Chicago now. Used to expresses a habit, activity, or situation that existed in the past but which no longer exists. |
| (b) Mary is used to cold weather. (c) Mary is accustomed to cold weather. | Be used to means be accustomed to . (b) and (c) have the same meaning: Living in a cold climate is usual and normal to Mary. Cold weather, snow, and ice do not seem strange to her. |
| COMPARE: (d) Jack used to live in Chicago. (e) Mary is used to living in a cold climate. She is accustomed to living there. | To express habitual past, used is followed by an infinitive, e.g., to live as in (d). Be used to and be accustomed to are followed by an -ing verb form (a gerund*), as in (e). |
| (f) Bob moved to Alaska. After a while he got used to/got accustomed to living in a cold climate. | In the expressions get used to and get accustomed to , get means become . |

*See Chart 4-2, *Using Gerunds as the Objects of Prepositions*.

□ **EXERCISE 35:** Add an appropriate form of *be* if necessary. If no form of *be* is necessary, write Ø in the blank. (The symbol Ø means: “nothing is needed here.”)

1. I have lived in Malaysia for a long time. I am used to consistently warm weather.
2. I Ø used to live in Finland, but now I live in France.
3. I _____ used to sitting at this desk. I sit here every day.
4. I _____ used to sit in the back of the classroom, but now I prefer to sit in the front row.
5. When I was a child, I _____ used to play games with my friends in a big field near my house after school every day.
6. It’s hard for my children to stay inside on a cold, rainy day. They _____ used to playing outside in the big field near our house. They play there almost every day.
7. A teacher _____ used to answering questions. Students, especially good students, always have a lot of questions.
8. People _____ used to believe the world was flat.
9. Mrs. Hansen _____ used to do all of the laundry and cooking for her family. Now the children are older and Mrs. Hansen has gone back to teaching, so the whole family shares these household chores.
10. Trains _____ used to be the main means of cross-continental travel. Today, most people take airplanes for long-distance travel.
11. Ms. Stanton’s job requires her to travel extensively throughout the world. She _____ used to traveling by plane.
12. You and I are from different cultures. You _____ used to having fish for breakfast. I _____ used to having cheese and bread for breakfast.

□ **EXERCISE 36—ORAL (BOOKS CLOSED):** Answer the questions in complete sentences.

I. *used to* (habitual past)

1. What did you use to do on summer days when you were a child?
2. . . . in class when you were in elementary school?

3. . . . for fun when you were younger?
4. . . . for exercise on weekends?
5. . . . after school was out when you were a teenager?
6. . . . with your family when you were growing up?
7. What was your daily routine when you were living (*in Bangkok*)?
8. How has your way of life changed in the last few years? What did you use to do that you don't do now?

II. *be used to/be accustomed to*

Example: You have to take a bus to school. Are you accustomed to that?

Response: No, I'm not accustomed to taking a bus to school. I'm accustomed to walking to school.

9. You have to get up at 6:30 every morning. Are you used to that? (*No . . .*)
10. You have to eat your big meal at six o'clock. Are you accustomed to that?
11. Last night you went to bed at one A.M. Are you accustomed to that?
12. You are living (*in a dormitory*). Are you accustomed to that?
13. You have to speak English all the time. Are you used to that?
14. The weather is very cold. You have to wear heavy clothes. Are you used to that?
15. You borrowed your friend's car, so you have to drive a stick-shift car. Are you accustomed to that?
16. You have a roommate. You have to share your room with another person. Are you used to that?
17. Many people in the United States drink coffee with their meals. Are you accustomed to doing that?
18. You live in your own apartment now. You have to make your own breakfast. Are you used to that?

III. *get used to/get accustomed to*

19. What adjustments do young people have to make, what do they have to get used to or accustomed to when they move from their parents' houses into their own apartments?
20. . . . a person who moves from a warm to a cold climate?
21. . . . a student who moves into a dormitory?
22. . . . a woman when she gets married or a man when he gets married?
23. You are living in a new environment. You have had to make adjustments. What have you gotten used to? What haven't you gotten used to or can't you get used to?

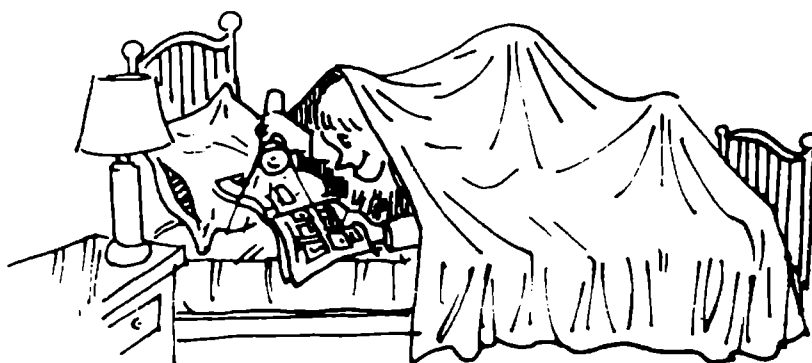
2-19 USING **WOULD** TO EXPRESS A REPEATED ACTION IN THE PAST

| | |
|---|--|
| <p>(a) When I was a child, my father would read me a story at night before bed.</p> <p>(b) When I was a child, my father used to read me a story at night before bed.</p> | <p>Would can be used to express <i>an action</i> that was repeated regularly in the past. When would is used to express this idea, it has the same meaning as used to (<i>habitual past</i>).</p> <p>(a) and (b) have the same meaning.</p> |
| <p>(c) I used to live in California. He used to be a Boy Scout. They used to have a Ford.</p> | <p>When used to expresses <i>a situation</i> that existed in the past, as in (c), would may not be used as an alternative. Would is used only for regularly repeated <i>actions</i> in the past.</p> |

□ **EXERCISE 37:** In order to practice using **would** to express a repeated action in the past, use **would** whenever possible in the following sentences. Otherwise, use **used to**.

- 1. I (be) used to be very shy. Whenever a stranger came to our house, I (hide) would hide in a closet.
- 2. I remember my Aunt Susan very well. Every time she came to our house, she (give) _____ me a present.
- 3. Illiteracy is still a problem in my country, but it (be) _____ much worse.
- 4. I (be) _____ afraid of flying. My heart (start) _____ pounding every time I stepped on a plane. But now I'm used to flying and enjoy it.
- 5. I (be) _____ an anthropology major. Once I was a member of an archaeological expedition. Every morning, we (get) _____ up before dawn. After breakfast, we (spend) _____ our entire day in the field. Sometimes one of us (find) _____ a particularly interesting item, perhaps an arrowhead or a piece of pottery. When that happened, other members of the group (gather) _____ around to see what had been unearthed.

6. I got a new bicycle when I was ten. My friends (*ask*) _____
 _____ to ride it, but for years I (*let, never*) _____
 _____ anyone else use it.
7. When my grandfather was a boy and had a cold, his mother (*make*)
 _____ him go to bed. Then she (*put*) _____
 _____ goose fat on his chest.
8. When I was a child, I (*take*) _____ a flashlight to
 bed with me so that I could read comic books without my parents'
 knowing about it.



9. Last summer, my sister and I took a camping trip in the Rocky
 Mountains. It was a wonderful experience. Every morning, we (*wake*)
 _____ up to the sound of singing birds. During the
 day, we (*hike*) _____ through woods and along
 mountain streams. Often we (*see*) _____ deer. On
 one occasion we saw a bear and quickly ran in the opposite direction.
10. I can remember Mrs. Sawyer's fifth grade class well. When we arrived
 each morning, she (*sit*) _____ at her desk. She
 (*smile, always*) _____ and (*say*) _____
 _____ hello to each student as he or she entered.
 When the bell rang, she (*stand*) _____ up and (*clear*)
 _____ her throat. That was our signal to be quiet.
 Class was about to begin.

2-20 EXPRESSING PREFERENCE: WOULD RATHER

| | |
|---|--|
| <p>(a) I <i>would rather go</i> to a movie tonight <i>than study</i> grammar.</p> <p>(b) <i>I'd rather study</i> history <i>than (study)</i> biology.</p> | <p>Would rather expresses preference.</p> <p>In (a): Notice that the simple form of a verb follows both <i>would rather</i> and <i>than</i>.</p> <p>In (b): If the verb is the same, it does not have to be repeated after <i>than</i>.</p> |
| <p>--How much do you weigh?</p> <p>(c) <i>I'd rather not tell</i> you.</p> | <p>Contraction: <i>I would</i> = <i>I'd</i>.</p> <p>Negative form: <i>would rather</i> + <i>not</i>.</p> |
| <p>(d) The movie was okay, but I <i>would rather have gone</i> to the concert last night.</p> | <p>The past form: <i>would rather have</i> + <i>past participle</i>. Usual pronunciation: "I'd rather-of."</p> |
| <p>(e) <i>I'd rather be lying</i> on a beach in Florida <i>than (be) sitting</i> in class right now.</p> | <p>Progressive form: <i>would rather</i> + <i>be</i> + <i>-ing</i>.</p> |

□ EXERCISE 38—ORAL: Use *would rather* to complete the sentences.

- 1. A: Do you want to go to the concert tonight?
B: Not really. I
- 2. A: Did you go to the concert last night?
B: Yes, but I
- 3. A: What are you doing right now?
B: I'm studying grammar, but I
- 4. A: Do you want to come with us to the museum tomorrow?
B: Thanks, but I
- 5. A: I than
B: Not me. I than

□ EXERCISE 39—ORAL (BOOKS CLOSED): Answer in complete sentences.

- 1. You are in (*name of place*) right now. Where would you rather be?
- 2. What would you rather do than go to class?
- 3. What did you do last night? What would you have rather done?
- 4. What are you doing right now? What would you rather be doing?

Begin your answer with "No, I'd rather"

- 5. Do you want to go to a movie tonight? (to a concert?) (to the zoo tomorrow?)
- 6. Do you want to play tennis this afternoon? (go bowling?) (shoot pool?)
- 7. Do you want to eat at the cafeteria? (at a Chinese restaurant?)
- 8. Would you like to live in (*name of a city*)?

2-21 USING CAN AND BE ABLE TO

| | |
|--|---|
| <p>(a) Tom is strong. He can lift that heavy box.</p> <p>(b) I can play the piano. I've taken lessons for many years.</p> <p>(c) You can see fish at an aquarium.</p> <p>(d) That race car can go very fast.</p> | <p>Can usually expresses the idea that something is possible because certain characteristics or conditions exist. Can combines the ideas of <i>possibility</i> and <i>ability</i>.</p> <p>In (a): It is possible for Tom to lift that box because he is strong.</p> <p>In (b): It is possible for me to play the piano because I have acquired that ability.</p> <p>In (c): It is possible to see fish at an aquarium because an aquarium has fish.</p> <p>In (d): It is possible for that car to go fast because of its special characteristics.</p> |
| <p>(e) Dogs can bark, but they cannot/can't talk.</p> | <p>Negative form: cannot or can't. (Also possible, but not as common: can not, written as two words.)</p> |
| <p>COMPARE:</p> <p>(f) I can walk to school. It's not far.</p> <p>(g) I may walk to school. Or I may take the bus.</p> | <p>In (f): I can walk to school because certain conditions exist.</p> <p>In (g): I am less than 50% certain that I will walk to school.</p> |
| <p>COMPARE:</p> <p>(h) I'm not quite ready to go, but you can leave if you're in a hurry. I'll meet you later.</p> <p>(i) When you finish the test, you may leave.</p> | <p>Can is also used to give permission. In giving permission, can is usually used in informal situations, as in (h); may is usually used in formal situations, as in (i).</p> |
| <p>COMPARE:</p> <p>(j) Tom can lift that box.</p> <p>(k) <i>Uncommon</i>: Tom is able to lift that box.</p> <p>(l) Ann will be able to lift that box. Bob may be able to lift that box. Sue should be able to lift that box. Jim used to be able to lift that box.</p> | <p>The use of be able to in the simple present (<i>am/is/are able to</i>) is uncommon (but possible).</p> <p>Be able to is more commonly used in combination with other auxiliaries, as in (l).</p> |

☐ EXERCISE 40: **Can** is usually pronounced /kən/. **Can't** is usually pronounced /kænt/. Try to determine whether the teacher is saying **can** or **can't** in the following sentences.*

1. The secretary *can/can't* help you.

2. My mother *can/can't* speak English.

3. My friend *can/can't* meet you at the airport.

4. Mr. Smith *can/can't* answer your question.

*Sometimes even native speakers have a little difficulty distinguishing between **can** and **can't**.

5. We *can/can't* come to the meeting.
6. *Can/can't* you come?
7. You *can/can't* take that course.
8. I *can/can't* cook.
9. Our son *can/can't* count to ten.
10. I *can/can't* drive a stick-shift car.

□ **EXERCISE 41—ORAL:** Make sentences, answer questions, discuss meanings as suggested in the following.

1. Name a physical ability that you have and a physical ability you don't have.
2. Name an acquired ability that you have and an acquired ability you don't have.
3. There's no class tomorrow.
 - a. What can you do tomorrow?
 - b. What may (might) you do tomorrow?
 - c. What are you going to do tomorrow?
4.
 - a. What are the possible ways you can get to school?
 - b. What are the possible ways you may get to school tomorrow?
5. What is the difference in use of **can** and **may** in the following?
 - a. Sure! You can borrow five dollars from me. You *can pay* me back later.
 - b. You *may pay* the bill either in person or by mail.
6. Compare the following, using **can** and **can't**:
 - a. people and animals
(*Example: Birds can fly, but people can't.*)
 - b. adults and children
 - c. women and men
7. Plan your next vacation and describe what you:
 - a. may do on your vacation.
 - b. can do on your vacation.
 - c. will do on your vacation.
8. Make sentences that include the following verb phrases:
 - a. might be able to
 - b. will be able to
 - c. should be able to
 - d. may not be able to
 - e. must not be able to
 - f. should have been able to
 - g. might not have been able to
 - h. used to be able to

2-22 PAST ABILITY: COULD

| | |
|--|--|
| (a) When I was younger, I could run fast. (<i>Probable meaning</i> : I used to be able to run fast, but now I can't run fast.) | In affirmative sentences about past ability, could usually means "used to be able to." The use of could usually indicates that the ability existed in the past but does not exist now. |
| (b) Tom has started an exercise program. He was able to run two miles yesterday without stopping or slowing down. | If the speaker is talking about an ability to perform an act at one particular time in the past, was/were able to can be used in affirmative sentences but not could . Could is not appropriate in (b). |
| --Did you read the news about the mountain climbers? (c) INCORRECT : They could reach the top of Mt. Everest yesterday. (d) CORRECT : They were able to reach the top yesterday. They managed to reach the top yesterday. They reached the top yesterday. | Note that (c) is incorrect. Instead of could , the speaker needs to use were able to , managed to , or the simple past. |
| (e) They couldn't reach/weren't able to reach the top yesterday. (f) Tom couldn't run/wasn't able to run five miles yesterday. | In negative sentences, there is no difference between using could and was/were able to . |

□ EXERCISE 42—ORAL: Substitute **could** for the italicized verbs if possible.

1. We had a good time yesterday. We *went* to the zoo. The children *enjoyed* themselves very much. They *saw* polar bears and elephants. (*No substitution of "could" is possible.*)
2. When I lived in St. Louis, I *went* to the zoo whenever I wanted to, but now I live in a small town and the nearest zoo is a long way away. ("*I could go*" can be used instead of "*I went*" to give the idea of "used to be able to.")
3. Usually I don't have time to watch TV, but last night I *watched* the news while I was eating dinner. I *heard* the news about the political situation in my country.
4. When I lived at home with my parents, I *watched* TV every day if I wanted to, but now while I'm going to school, I live in a small apartment and don't have a television set.
5. When I worked as a secretary, I *was able to type* 60 words a minute without making a mistake. My typing skills aren't nearly as good now.
6. Yesterday I *typed* these reports for my boss. I don't type very well, but I *was able to finish* the reports without making too many mistakes.

7. When I went to my favorite fishing hole last Sunday, I *caught* two fish. I *brought* them home and *fixed* them for dinner.
8. When I was a child, the river that flows through our town had plenty of fish. My mother used to go fishing two or three times a week. Usually she *caught* enough for our dinner within an hour or so.
9. Last night Mark and I had an argument about politics. Finally, I *managed* to *convince* him that I was right.
10. My grandfather was a merchant all his life. He knew how to make a sale by using psychology. He *was able to convince* anyone to buy anything, whether they needed it or not.
11. The game we went to yesterday was exciting. The other team *played* good defense, but my favorite player *managed to score* two goals.
12. At the sale yesterday, I *got* this new hat for half price. Quite a bargain, don't you think?
13. When I ran into Mrs. Forks yesterday, I *recognized* her even though I hadn't seen her for years.
14. The students are finished with this exercise. They *did* it without much trouble.

2-23 SUMMARY CHART OF MODALS AND SIMILAR EXPRESSIONS

| AUXILIARY | USES | PRESENT/FUTURE | PAST |
|-----------------|------------------------------------|--|---|
| <i>may</i> | (1) polite request | <i>May I borrow</i> your pen? | |
| | (2) formal permission | You <i>may leave</i> the room. | |
| | (3) less than 50% certainty | --Where's John? He <i>may be</i> at the library. | He <i>may have been</i> at the library. |
| <i>might</i> | (1) less than 50% certainty | --Where's John? He <i>might be</i> at the library. | He <i>might have been</i> at the library. |
| | (2) polite request (<i>rare</i>) | <i>Might I borrow</i> your pen? | |
| <i>should</i> | (1) advisability | I <i>should study</i> tonight. | I <i>should have studied</i> last night |
| | (2) 90% certainty | She <i>should do</i> well on the test. (<i>future only, not present</i>) | She <i>should have done</i> well on the test. |
| <i>ought to</i> | (1) advisability | I <i>ought to study</i> tonight. | I <i>ought to have studied</i> last night. |
| | (2) 90% certainty | She <i>ought to do</i> well on the test. (<i>future only, not present</i>) | She <i>ought to have done</i> well on the test. |

| AUXILIARY | USES | PRESENT/FUTURE | PAST |
|-----------------------|--|--|---|
| <i>had better</i> | (1) advisability with threat of bad result | You <i>had better be</i> on time, or we will leave without you. | (<i>past form uncommon</i>) |
| <i>be supposed to</i> | (1) expectation | Class <i>is supposed to begin</i> at 10. | Class <i>was supposed to begin</i> at 10. |
| <i>be to</i> | (1) strong expectation | You <i>are to be</i> here at 9:00. | You <i>were to be</i> here at 9:00. |
| <i>must</i> | (1) strong necessity | I <i>must go</i> to class today. | I <i>had to go</i> to class yesterday. |
| | (2) prohibition (<i>negative</i>) | You <i>must not</i> open that door. | |
| | (3) 95% certainty | Mary isn't in class. She <i>must be</i> sick. (<i>present only</i>) | Mary <i>must have been</i> sick yesterday. |
| <i>have to</i> | (1) necessity | I <i>have to go</i> to class today. | I <i>had to go</i> to class yesterday. |
| | (2) lack of necessity (<i>negative</i>) | I <i>don't have to go</i> to class today. | I <i>didn't have to go</i> to class yesterday. |
| <i>have got to</i> | (1) necessity | I <i>have got to go</i> to class today. | I <i>had to go</i> to class yesterday. |
| <i>will</i> | (1) 100% certainty | He <i>will be</i> here at 6:00. (<i>future only</i>) | |
| | (2) willingness | --The phone's ringing. I'll <i>get</i> it. | |
| | (3) polite request | <i>Will</i> you please <i>pass</i> the salt? | |
| <i>be going to</i> | (1) 100% certainty | He <i>is going to be</i> here at 6:00. (<i>future only</i>) | |
| | (2) definite plan | I'm <i>going to paint</i> my bedroom. (<i>future only</i>) | I <i>was going to paint</i> my room, but I didn't have time. |
| <i>can</i> | (1) ability/possibility | I <i>can run</i> fast. | I <i>could run</i> fast when I was a child, but now I can't. |
| | (2) informal permission | You <i>can use</i> my car tomorrow. | |
| | (3) informal polite request | <i>Can</i> I <i>borrow</i> your pen? | |
| | (4) impossibility (<i>negative only</i>) | That <i>can't be</i> true! | That <i>can't have been</i> true! |

(continued)

| AUXILIARY | USES | PRESENT/FUTURE | PAST |
|-------------------|--|---|--|
| <i>could</i> | (1) past ability | | I <i>could run</i> fast when I was a child. |
| | (2) polite request | <i>Could I borrow</i> your pen? <i>Could you help</i> me? | |
| | (3) suggestion | --I need help in math. You <i>could talk</i> to your teacher. | You <i>could have talked</i> to your teacher. |
| | (4) less than 50% certainty | --Where's John? He <i>could be</i> at home. | He <i>could have been</i> at home. |
| | (5) impossibility (negative only) | That <i>couldn't be</i> true! | That <i>couldn't have been</i> true! |
| <i>be able to</i> | (1) ability | I <i>am able to help</i> you. I <i>will be able to help</i> you. | I <i>was able to help</i> him. |
| <i>would</i> | (1) polite request | <i>Would</i> you please <i>pass</i> the salt? <i>Would</i> you <i>mind</i> if I left early? | |
| | (2) preference | I <i>would rather go</i> to the park than <i>stay</i> home. | I <i>would rather have gone</i> to the park. |
| | (3) repeated action in the past | | When I was a child, I <i>would visit</i> my grandparents every weekend. |
| <i>used to</i> | (1) repeated action in the past | | I <i>used to</i> visit my grandparents every weekend. |
| <i>shall</i> | (1) polite question to make a suggestion | <i>Shall I open</i> the window? | |
| | (2) future with "I" or "we" as subject | I <i>shall</i> arrive at nine. (<i>will</i> = more common) | |

Note: Use of modals in reported speech is discussed in Chapter 7. Use of modals in conditional sentences is discussed in Chapter 10.

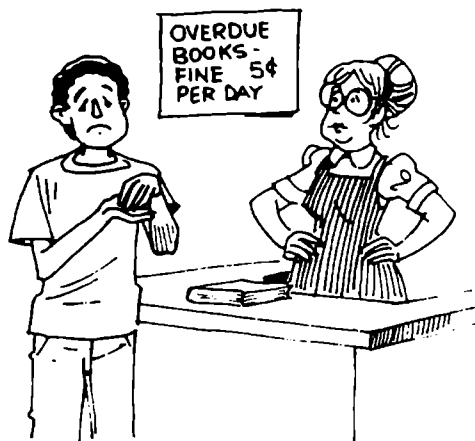
☐ **EXERCISE 43—ORAL:** Discuss the differences in meaning, if any, in the following groups of sentences.

1. a. May I use your phone?
- b. Could I use your phone?
- c. Can I use your phone?

2. a. You should take an English course.
b. You ought to take an English course.
c. You're supposed to take an English course.
d. You must take an English course.
3. a. You should see a doctor about that cut on your arm.
b. You had better see a doctor about that cut on your arm.
c. You have to see a doctor about that cut on your arm.
4. a. You must not use that door.
b. You don't have to use that door.
5. a. I will be at your house by six o'clock.
b. I should be at your house by six o'clock.
6. --*There is a knock at the door. Who do you suppose it is?*
a. It might be Sally.
b. It may be Sally.
c. It could be Sally.
d. It must be Sally.
7. --*There's a knock at the door. I think it's Mike.*
a. It may not be Mike.
b. It couldn't be Mike.
c. It can't be Mike.
8. --*Where's Jack?*
a. He might have gone home.
b. He must have gone home.
c. He had to go home.
9. a. Each student should have a health certificate.
b. Each student is to have a health certificate.
c. Each student must have a health certificate.
10. a. If you're having a problem, you could talk to Mrs. Anderson.
b. If you're having a problem, you should talk to Mrs. Anderson.
11. a. I've got to go.
b. I have to go.
c. I should go.
d. I'm supposed to go.
e. I'd better go.
f. I'd rather go.
12. --*I needed some help.*
a. You should have asked Tom.
b. You could have asked Tom.
13. a. When I was living at home, I would go to the beach every weekend with my friends.
b. When I was living at home, I used to go the beach every weekend with my friends.

□ **EXERCISE 44:** Use a modal or similar expression with each verb in parentheses. More than one auxiliary may be possible. Use the one that seems most appropriate to you.

1. It looks like rain. We (*shut*) _____ the windows.
2. Ann, (*hand, you*) _____ me that dish? Thanks.
3. I returned a book to the library yesterday. It was two weeks overdue, so I (*pay*) _____ a fine of \$1.40. I (*return*) _____ the book when it was due.



4. Spring break starts on the thirteenth. We (*go, not*) _____ to classes again until the twenty-second.
5. (*Make, I*) _____ an appointment to see Dean Witherspoon?
6. Neither of us knows the way to their house. We (*take*) _____ a map with us or we'll probably get lost.
7. The baby is only a year old, but she (*say, already*) _____ a few words.
8. You (*tell, not*) _____ Jack about the party. It's a surprise birthday party for him.
9. Excuse me. I didn't understand. (*Repeat, you*) _____ what you said?
10. In the United States, elementary education is compulsory. All children (*attend*) _____ six years of elementary school.

11. When I was younger, I (*run*) _____ ten miles without stopping. But now I (*run, not*) _____ more than a mile or two.
12. There was a long line in front of the theater. We (*wait*) _____ almost an hour to buy our tickets.
13. A: I'd like to go to a warm, sunny place next winter. Any suggestions?
B: You (*go*) _____ to Hawaii or Mexico. Or how about Spain?
14. I don't feel like going to the library to study this afternoon. I (*go*) _____ to the shopping mall than to the library.
15. A: Mrs. Wilson got a traffic ticket. She didn't stop at a stop sign.
B: That's surprising. Usually she's a very cautious driver and obeys all the traffic laws. She (*see, not*) _____ the sign.
16. Microwave ovens make cooking fast and easy. If you have a microwave, you (*cook*) _____ this frozen dinner in five minutes.
17. Annie, you (*clean*) _____ this mess before Dad gets home. He'll be mad if he sees all this stuff all over the living room floor.
18. A: This is Steve's tape recorder, isn't it?
B: It (*be, not*) _____ his. He doesn't have a tape recorder, at least not that I know of. It (*belong*) _____ to Lucy or to Linda. They sometimes bring their tape recorders to class.
19. I had a good time when I was a teenager. When my friends and I got together, we (*do*) _____ anything and everything that sounded like fun.
20. A: You're always too tense. It's not good for you. You (*learn*) _____ to relax.
B: How?
A: Pay attention to your muscles. When they're tight, take a few long, deep breaths. Deep breaths (*be*) _____ very relaxing.

□ **EXERCISE 45:** Use a modal or similar expression with each verb in parentheses. More than one auxiliary may be possible. Use the one that seems most appropriate to you.

1. Don is putting on a little weight around his middle. He (*get*) _____ more exercise.
2. I'm sleepy. I (*keep, not*) _____ my eyes open. I (*go*) _____ to bed before I fall asleep right here.
3. In my country, you (*drive, not*) _____ cars until you are seventeen years old.
4. Jimmy was serious when he said he wanted to be a cowboy when he grew up. We (*laugh, not*) _____ at him. We hurt his feelings.
5. (*Cash, you*) _____ this check for me?
6. This is none of his business. He (*stick, not*) _____ his nose into other people's business.
7. My wife and ten children are coming to join me here. They (*live, not*) _____ in my dormitory room. I (*find*) _____ an apartment.
8. A: (*Speak, I*) _____ to Peggy?
B: She (*come, not*) _____ to the phone right now.
(*Take, I*) _____ message?
9. A: Where are you going?
B: I (*go*) _____ to the library. I have to do some research for my term paper.
10. A: How are you planning to get to the airport?
B: By taxi.
A: You (*take*) _____ a shuttle bus instead. It's cheaper than a taxi. You (*get*) _____ one in front of the hotel. It picks up passengers there on a regular schedule.
11. A: Why didn't you come to the party last night?
B: I (*study*) _____.

- A: You (*come*) _____. We had a good time.
12. A: Should I go to the University of Iowa or Iowa State University?
B: Think it over for a few days. You (*make, not*) _____
_____ up your mind right now. There's no
hurry.
13. A: The phone's ringing again. Let's not answer it. Just let it ring.
B: No, we (*answer*) _____ it. It (*be*) _____
_____ important.
14. Jane's looking at the test paper the teacher just returned. She's smiling.
She (*pass*) _____ the test.
15. It's not like Tony to be late. He (*be*) _____ here an
hour ago. I hope nothing bad happened.
16. A: This is a great open-air market. Look at all this wonderful fresh fish.
What kind of fish is this?
B: I'm not sure. It (*be*) _____ ocean perch. Let's ask.
17. The teacher called on Sam in class yesterday, but he kept looking out the
window and didn't respond. He (*daydream*) _____.
18. When I arrived home last night, I discovered that I had forgotten my key.
My roommate was asleep, but I (*wake*) _____ him
by knocking loudly on the door.
19. A: Did you enjoy the movie last night?
B: It was okay, but I (*stay*) _____ home and (*watch*)
_____ TV. There was a good program on that I
wanted to catch. I only went because my friend wanted to see it.
20. A: Somebody called you while you were out, but she didn't leave her
name.
B: Who did it sound like? Anybody you know?
A: Well, it (*be*) _____ Phyllis, but that's just a
guess. I (*ask*) _____ who was
calling, but I didn't.
B: That's okay.

□ **EXERCISE 46—ERROR ANALYSIS:** Find and correct the errors in the following.

1. If you have a car, you can traveled around the United States.
2. During class the students must to sit quietly. When the students have questions, they must to raise their hands.
3. When you send for the brochure, you should included a self-addressed, stamped envelope.
4. A film director must has control over every aspect of a movie.
5. When I was a child, I can went to the roof of my house and saw all the other houses and streets.
6. While I was working in the fields, my son would brought me oranges or candy.
7. I used to break my leg in a soccer game three months ago.
8. May you please help me with this?
9. Many students would rather to study on their own than going to classes.
10. We supposed to bring our books to class every day.

□ **EXERCISE 47—PREPOSITIONS:** Supply appropriate prepositions.

1. I am not familiar with that author's works.
2. He doesn't approve _____ smoking.
3. I subscribe _____ several magazines.
4. Water consists _____ oxygen and hydrogen.
5. I became uncomfortable because he was staring _____ me.
6. She hid the candy _____ the children.
7. He never argues _____ his wife.
8. I arrived _____ this country two weeks ago.
9. We arrived _____ the airport ten minutes late.
10. Has Mary recovered _____ her illness?
11. I pray _____ peace.
12. I am envious _____ people who can speak three or four languages fluently.
13. Why are you angry _____ me? Did I do something wrong?

14. They are very patient _____ their children.
15. The students responded _____ the questions.

☐ **EXERCISE 48—PHRASAL VERBS:** Supply appropriate prepositions for the following two-word or three-word verbs.

1. A: Where did you grow up?
B: In Seattle, Washington.
2. A: I'm trying to find yesterday's newspaper. Have you seen it?
B: I'm afraid I threw it _____. I thought you had finished reading it.
3. A: Don't forget to turn the lights _____ before you go to bed.
B: I won't.
4. A: I have a car, so I can drive us to the festival.
B: Good.
A: What time should I pick you _____?
B: Any time after five would be fine.
5. A: We couldn't see the show at the outdoor theater last night.
B: Why not?
A: It was called _____ on account of rain.
B: Did you get a raincheck?
6. A: Thomas looks sad.
B: I think he misses his father. Let's try to cheer him _____.
7. A: I would like to check this book _____. What should I do?
B: Take the book to the circulation desk and give the librarian your student I.D.
8. A: What brought _____ your decision to quit your present job?
B: I was offered a better job.
9. A: How many people showed _____ for the meeting yesterday?
B: About twenty.
10. A: How was your vacation?
B: I had a great time.
A: When did you get _____ home?
B: A couple of days ago. I had planned to stay a little longer, but I ran _____ money.



CHAPTER 3

The Passive

3-1 FORMING THE PASSIVE

| | | | | | |
|---|------|-------------------------|--|------|---------------------------------------|
| <p style="text-align: center;">S V O</p> <p>ACTIVE: (a) Mary helped the boy.</p> | | | <p>Form of the passive: <i>be + past participle</i>.</p> | | |
| <p style="text-align: center;">S V</p> <p>PASSIVE: (b) The boy was helped by Mary.</p> | | | <p>In the passive, <i>the object</i> of an active verb <i>becomes the subject</i> of the passive verb: "the boy" in (a) becomes the subject of the passive verb in (b). (a) and (b) have the same meaning.</p> | | |
| <p>ACTIVE: (c) An accident happened.</p> <p>PASSIVE: (d) (<i>none</i>)</p> | | | <p>Only transitive verbs (verbs that are followed by an object) are used in the passive. It is not possible to use verbs such as happen, sleep, come, and seem (intransitive verbs) in the passive. (See Appendix 1, Chart A-1.)</p> | | |
| <p style="text-align: center;">ACTIVE</p> | | | <p style="text-align: center;">PASSIVE</p> | | |
| <i>simple present</i> | Mary | helps | John. | John | is helped by Mary. |
| <i>present progressive</i> | Mary | is helping | John. | John | is being helped by Mary. |
| <i>present perfect</i> | Mary | has helped | John. | John | has been helped by Mary. |
| <i>simple past</i> | Mary | helped | John. | John | was helped by Mary. |
| <i>past progressive</i> | Mary | was helping | John. | John | was being helped by Mary. |
| <i>past perfect</i> | Mary | had helped | John. | John | had been helped by Mary. |
| <i>simple future</i> | Mary | will help | John. | John | will be helped by Mary. |
| <i>be going to</i> | Mary | is going to help | John. | John | is going to be helped by Mary. |
| <i>future perfect*</i> | Mary | will have helped | John. | John | will have been helped by Mary. |

*The progressive forms of the present perfect, past perfect, future, and future perfect are very rarely used in the passive.

□ EXERCISE 1: Change the active to the passive by supplying the correct form of *be*.

1. Tom *opens* the door. → The door is *opened* by Tom.
2. Tom *is opening* the door. → The door _____ *opened* by Tom.
3. Tom *has opened* the door. → The door _____ *opened* by Tom.
4. Tom *opened* the door. → The door _____ *opened* by Tom.
5. Tom *was opening* the door. → The door _____ *opened* by Tom.
6. Tom *had opened* the door. → The door _____ *opened* by Tom.
7. Tom *will open* the door. → The door _____ *opened* by Tom.
8. Tom *is going to open* the door. → The door _____ *opened* by Tom.
9. Tom *will have opened* the door. → The door _____ *opened* by Tom.

□ EXERCISE 2: Change the active to the passive.

1. Shakespeare *wrote* that play. → *That play was written by Shakespeare.*
2. Bill *will invite* Ann to the party.
3. Alex *is preparing* that report.
4. Waitresses and waiters *serve* customers.
5. The teacher *is going to explain* the lesson.
6. Shirley *has suggested* a new idea.
7. Two horses *were pulling* the farmer's wagon.



8. Kathy *had returned* the book to the library.
9. By this time tomorrow, the president *will have made* the announcement.
10. I *didn't write* that note. Jim *wrote* it.
11. Alice *didn't make* that pie. *Did* Mrs. French *make* it?
12. *Does* Prof. Jackson *teach* that course? I know that Prof. Adams *doesn't teach* it.
13. Mrs. Andrews *hasn't signed* those papers yet. *Has* Mr. Andrews *signed* them yet?
14. *Is* Mr. Brown *painting* your house?
15. His tricks *won't fool* me.

☐ **EXERCISE 3:** Change the active to passive if possible. Some verbs are intransitive and cannot be changed.

1. A strange thing happened yesterday. (*no change*)
2. Jackie scored the winning goal. → *The winning goal was scored by Jackie.*
3. My cat died.
4. I agree with Dr. Ikeda's theory.
5. Dr. Ikeda developed that theory.
6. Timmy dropped the cup.
7. The cup fell to the floor.
8. The assistant manager interviewed me.
9. It rained hard yesterday.
10. A hurricane destroyed the small fishing village.
11. Dinosaurs existed millions of years ago.
12. A large vase stands in the corner of our front hallway.
13. The children seemed happy when they went to the zoo.
14. After class, one of the students always erases the chalkboard.
15. The solution to my problem appeared to me in a dream.

3-2 USING THE PASSIVE

| | |
|---|--|
| <p>(a) Rice <i>is grown</i> in India.</p> <p>(b) Our house <i>was built</i> in 1890.</p> <p>(c) This olive oil <i>was imported</i> from Spain.</p> | <p>Usually the passive is used without a “<i>by</i> phrase.” The passive is most frequently used when it is not known or not important to know exactly who performs an action.</p> <p>In (a): Rice is grown in India by people, by farmers, by someone. In sentence (a), it is not known or important to know exactly who grows rice in India.</p> <p>(a), (b), and (c) illustrate the most common use of the passive, i.e., without the “<i>by</i> phrase.”</p> |
| <p>(d) <i>Life on the Mississippi was written</i> by Mark Twain.</p> | <p>The “<i>by</i> phrase” is included only if it is important to know who performs an action. In (d), <i>by Mark Twain</i> is important information.</p> |
| <p>(e) My aunt <i>made</i> this rug. (<i>active</i>)</p> <p>(f) This rug <i>was made</i> by my aunt. That rug <i>was made</i> by my mother.</p> | <p>If the speaker/writer knows who performs an action, usually the active is used, as in (e).</p> <p>The passive may be used with the “<i>by</i> phrase” instead of the active when the speaker/writer wants to focus attention on the subject of a sentence. In (f) the focus of attention is on two rugs.</p> |

- ☐ EXERCISE 4: Why is the use of the passive appropriate in the following sentences? What would be the active equivalents of the passive sentences?
1. My sweater was made in England.

2. The new highway will be completed sometime next month.

3. Language skills are taught in every school in the country.

4. Beethoven’s Seventh Symphony was performed at the concert last night.

5. The World Cup soccer games are being televised all over the world.

6. This composition was written by Ali. That one was written by Yoko.

7. The Washington Monument is visited by hundreds of people every day.

8. The chief writing material of ancient times was papyrus. It was used in Egypt, Greece, and other Mediterranean lands.

9. Parchment, another writing material that was widely used in ancient times, was made from the skins of animals such as sheep and goats. After the hair had been removed, the skins were stretched and rubbed smooth.

10. Paper, the main writing material today, was invented by the Chinese.

□ **EXERCISE 5:** Change the following active sentences to passive sentences if possible. (Some of the verbs are intransitive and cannot be changed.) Keep the same tense. Include the “*by* phrase” only if necessary.

1. People grow corn in Iowa. → *Corn is grown in Iowa.*
2. Peter came here two months ago. (*no change*)
3. Someone made this antique table in 1734.
4. An accident happened at the corner of Fifth and Main.
5. Someone stole my purse.
6. Someone was making the coffee when I walked into the kitchen.
7. Translators have translated that book into many languages.
8. Jim’s daughter drew that picture. My son drew this picture.
9. The judges will judge the applicants on the basis of their originality.
10. My sister’s plane will arrive at 10:35.
11. Is Professor Rivers teaching that course this semester?
12. When did someone invent the radio?
13. The mail carrier had already delivered the mail by the time I left for school this morning.
14. When is someone going to announce the results of the contest?
15. After the concert was over, hundreds of fans mobbed the rock music star outside the theater.
16. Ever since I arrived here, I have been living in the dormitory because someone told me that it was cheaper to live there than in an apartment.
17. They* are going to build the new hospital next year. They have already built the new elementary school.
18. If you* expose a film to light while you are developing it, you will ruin the negatives.

*In #17, *they* is an impersonal pronoun; it refers to “some people” but to no people in particular. In #18, *you* is an impersonal pronoun; it refers to any person or people in general.

3-3 INDIRECT OBJECTS AS PASSIVE SUBJECTS

| | | | |
|-----|--|--------------|---|
| | I.O. | D.O. | I.O. = indirect object. D.O. = direct object. Either an indirect object or a direct object may become the subject of a passive sentence. |
| (a) | Someone gave Mrs. Lee | an award. | |
| (b) | Mrs. Lee was given an award. | | |
| (c) | Someone gave an award | to Mrs. Lee. | (a), (b), (c), and (d) have the same meaning. |
| (d) | An award was given to Mrs. Lee. | | Note in (d): When the direct object becomes the subject, to is usually used in front of the indirect object.* |

*The omission of **to** is more common in British English than American English: *An award was given Mrs. Lee.*

□ **EXERCISE 6:** Find the **INDIRECT OBJECT** in each sentence, and make it the focus of attention by using it as the subject of a passive sentence. Use the “**by phrase**” only if necessary.

- 1. Someone handed Ann a menu at the restaurant.
(indirect object = Ann) → *Ann was handed a menu at the restaurant.*
- 2. Indiana University has awarded Peggy a scholarship.
- 3. Some company paid Fred three hundred dollars in consulting fees.
- 4. A local advertising company has offered Maria a good job.
- 5. They will send you a bill at the end of the month.
- 6. Someone will give the starving people a week’s supply of rice as soon as the food supplies arrive in the famine-stricken area.

□ **EXERCISE 7—ORAL (BOOKS CLOSED):** Change active to passive.

Example: Someone built that house ten years ago.

Response: That house was built ten years ago.

- | | |
|---|--|
| 1. Someone invited you to a party. | 8. Someone has offered (. . .) a good job. |
| 2. Someone wrote that book in 1987. | 9. Someone told you to be here at ten. |
| 3. (. . .) wrote that book in 1987. | 10. Someone published that book in 1985. |
| 4. People grow rice in many countries. | 11. Someone has sent (. . .) an invitation to a wedding. |
| 5. The secretary is typing the letter. | 12. Someone made that hat in Mexico. |
| 6. Someone is televising the game. | |
| 7. Teachers teach reading in the first grade. | |

- | | |
|--|--|
| 13. Someone will serve dinner at six. | 17. Someone has paid the bill. |
| 14. Someone is going to serve dinner at six. | 18. Someone has made a mistake. |
| 15. Someone will announce the news tomorrow. | 19. Someone has watered the plants. |
| 16. Someone will give the exam next week. | 20. The teacher is giving a test in the next room right now. |
| | 21. The teacher is asking you to use the passive. |

□ **EXERCISE 8—ORAL (BOOKS CLOSED):** Use the passive in your response.

Example: Teacher to A: Someone stole your watch.

A: My watch was stolen.

Teacher to B: What happened to (. . .)'s watch?

B: It was stolen.

Example: Teacher to A: People speak Arabic in many countries.

A: Arabic is spoken in many countries.

Teacher to B: Is Arabic a common language?

B: Yes. It is spoken in many countries.

- | | |
|---|--|
| 1. A: Someone stole your pen. | B: What happened to (. . .)'s pen? |
| 2. A: People speak Spanish in many countries. | B: Is Spanish a common language? |
| 3. A: People play soccer in many countries. | B: Is soccer a popular sport? |
| 4. A: Mark Twain wrote that book. | B: Who is the author of that book? |
| 5. A: You went to a movie last night, but it bored you. | B: Why did (. . .) leave the movie before it ended? |
| 6. A: Someone returned your letter. | B: (. . .) sent a letter last week, but s/he put the wrong address on it. What happened to the letter? |
| 7. A: Someone robbed the bank. | B: What happened to the bank? |
| 8. A: The police caught the bank robber. | B: Did the bank robber get away? |
| 9. A: A judge sent the bank robber to jail. | B: What happened to the bank robber? |
| 10. A: The government requires each international student to have a visa. | B: Is it necessary for international students to have visas? |
| 11. A: Someone established this school in 1900. | B: How long has this school been in existence? |

- | | |
|--|---|
| 12. A: There is a party tomorrow night. Someone has invited you to go to that party. | B: Is (. . .) going to the party? |
| 13. A: Something confused you. | B: Why did (. . .) ask you a question? |
| 14. A: Someone discovered gold in California in 1848. | B: What happened in California in 1848? |
| 15. A: I read about a village in the newspaper. Terrorists attacked the village. | B: What happened to the village? |
| 16. A: People used candles for light in the seventeenth century. | B: Was electricity used for light in the seventeenth century? |
| 17. A: The pilot flew the hijacked plane to another country. | B: What happened to the hijacked plane? |
| 18. A: When you had car trouble, a passing motorist helped you. | B: Yesterday (. . .) was driving down (<i>Highway 40</i>) when suddenly his/her car started to make a terrible noise. So s/he pulled over to the side of the road. Did anyone help him/her? |
| 19. A: Someone had already made the coffee by the time you got up this morning. | B: Did (. . .) have to make the coffee when s/he got up? |
| 20. A: Someone had already sold the chair by the time you returned to the store. | B: Did (. . .) buy the chair? |

□ **EXERCISE 9:** Use the words in the following list to complete the sentences. All of the sentences are passive. Use any appropriate tense.

| | | |
|----------------|-----------------|-----------------|
| <i>build</i> | <i>frighten</i> | <i>report</i> |
| <i>cause</i> | ✓ <i>invent</i> | <i>spell</i> |
| <i>confuse</i> | <i>kill</i> | <i>surprise</i> |
| <i>divide</i> | <i>offer</i> | <i>surround</i> |
| <i>expect</i> | <i>order</i> | <i>wear</i> |

- The electric light bulb was invented by Thomas Edison.
- An island _____ by water.
- The *-ing* form of "sit" _____ with a double *t*.
- Even though construction costs are high, a new dormitory _____ next year.

5. The class was too large, so it _____ into two sections.
6. A bracelet _____ around the wrist.
7. The Johnson's house burned down. According to the inspector, the fire _____ by lightning.
8. Al got a ticket for reckless driving. When he went to traffic court, he _____ to pay a fine of \$100.
9. I read about a hunter who _____ by a wild animal.
10. The hunter's fatal accident _____ in the newspaper yesterday.
11. I didn't expect Lisa to come to the meeting last night, but she was there. I _____ to see her there.
12. Last week I _____ a job at a local bank, but I didn't accept.
13. The children _____ in the middle of the night when they heard strange noises in the house.
14. Could you try to explain this math problem to me again? Yesterday in class I _____ by the teacher's explanation.
15. A: Is the plane going to be late?
B: No. It _____ to be on time.

☐ **EXERCISE 10:** Use active or passive, in any appropriate tense, for the verbs in parentheses.

1. The Amazon valley is extremely important to the ecology of the earth. Forty percent of the world's oxygen (*produce*) _____ there.
2. The game (*win, probably*) _____ by the other team tomorrow. They're a lot better than we are.
3. There was a terrible accident on a busy downtown street yesterday. Dozens of people (*see*) _____ it, including my friend, who (*interview*) _____ by the police.

4. In my country, certain prices (*control*) _____ by the government, such as the prices of medical supplies. However, other prices (*determine*) _____ by how much people are willing to pay for a product.
5. Yesterday the wind (*blow*) _____ my hat off my head. I had to chase it down the street. I (*want, not*) _____ to lose it because it's my favorite hat and it (*cost*) _____ a lot.
6. Right now Alex is in the hospital. He (*treat*) _____ for a bad burn on his hand and arm.
7. Yesterday a purse-snatcher (*catch*) _____ by a dog. While the thief (*chase*) _____ by the police, he (*jump*) _____ over a fence into someone's yard, where he encountered a ferocious dog. The dog (*keep*) _____ the thief from escaping.
8. Frostbite may occur when the skin (*expose*) _____ to extreme cold. It most frequently (*affect*) _____ the skin of the cheeks, chin, ears, fingers, nose, and toes.
9. The first fish (*appear*) _____ on the earth about 500 million years ago. Up to now, over 20,000 kinds of fish (*name*) _____ and (*describe*) _____ by scientists. New species (*discover*) _____ every year, so the total increases continually.
10. Proper first aid can save a victim's life, especially if the victim is bleeding heavily, has stopped breathing, or (*poison*) _____.
11. The government used to support the school. Today it (*support*) _____ by private funds as well as by the tuition the students pay.
12. Richard Anderson is a former astronaut. Several years ago, at age 52, Anderson (*inform*) _____ by his superior at the aircraft corporation that he could no longer be a test pilot. He (*tell*) _____ that he was being relieved of his duties because of his age. Claiming age discrimination, he took the corporation to court.

13. In the early 80s, photographs of Mars (*send*) _____ back to earth by unmanned space probes. From these photographs, scientists have been able to make detailed maps of the surface of Mars.
14. A network of lines (*discover*) _____ on Mars' surface by an Italian astronomer around the turn of the century. The astronomer (*call*) _____ these lines "channels," but when the Italian word (*translate*) _____ into English, it became "canals." As a result, some people thought the lines were waterways that (*build*) _____ by some unknown living creatures. We now know that the lines are not really canals. Canals (*exist, not*) _____ on Mars.

3-4 THE PASSIVE FORM OF MODALS AND SIMILAR EXPRESSIONS*

THE PASSIVE FORM: *modal + be + past participle*

| | | |
|-----------------|-------------------------------|-------------------------------|
| (a) Tom | <i>will be invited</i> | to the picnic. |
| (b) The window | <i>can't be opened.</i> | |
| (c) Children | <i>should be taught</i> | to respect their elders. |
| (d) | <i>May I be excused</i> | from class? |
| (e) This book | <i>had better be returned</i> | to the library before Friday. |
| (f) This letter | <i>ought to be sent</i> | before June 1st. |
| (g) Mary | <i>has to be told</i> | about our change in plans. |
| (h) Fred | <i>is supposed to be told</i> | about the meeting. |

THE PAST-PASSIVE FORM: *modal + have been + past participle*

| | | |
|----------------|-----------------------------------|---------------------|
| (i) The letter | <i>should have been sent</i> | last week. |
| (j) This house | <i>must have been built</i> | over 200 years ago. |
| (k) Jack | <i>ought to have been invited</i> | to the party. |

*See Chapter 2 for a discussion of the form, meaning, and use of modals and similar expressions.

□ **EXERCISE 11:** Complete the sentences with the given words, active or passive.

1. James _____ *should be told* _____ the news as soon as possible.
(*should + tell*)

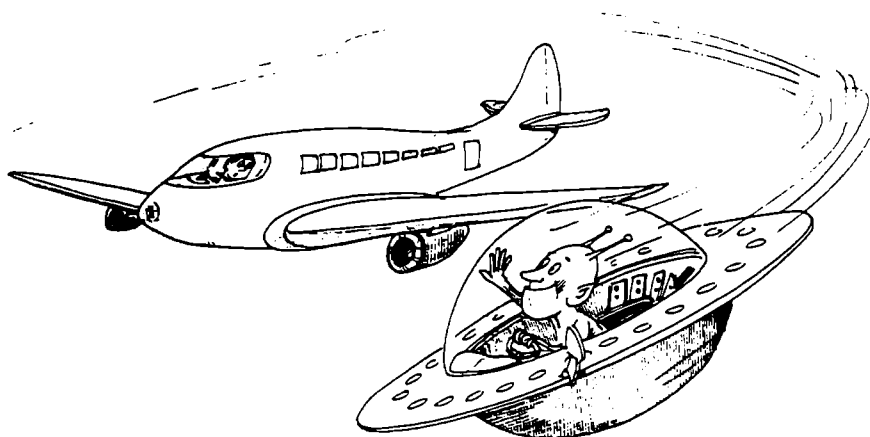
2. Someone should tell James the news immediately.
(*should + tell*)
3. James should have been told the news a long time ago.
(*should + tell*)
4. Meat _____ in a refrigerator or it will spoil.
(*must + keep*)
5. You _____ meat in a refrigerator or it will spoil.
(*must + keep*)
6. We tried, but the window _____. It was painted shut.
(*couldn't + open*)
7. I tried, but I _____ the window.
(*couldn't + open*)
8. Good news! I _____ a job soon. I had an interview at an engineering firm yesterday.
(*may + offer*)
9. Chris has good news. The engineering firm where she had an interview yesterday _____ her a job soon.
(*may + offer*)
10. I hope Chris accepts our job offer, but I know she's been having interviews with several companies. She _____ a job by a competing firm before we made our offer.
(*may + already + offer**)
11. A competing firm _____ Chris a job before we made our offer.
(*may + already + offer**)

*A midsentence adverb such as **already** may be placed after the first auxiliary (e.g., *might already have come*) or after the second auxiliary (e.g., *might have already come*).

12. The class for next semester is too large. It _____
_____ in half, but there's not enough money in
the budget to hire another teacher.
(*ought to + divide*)
13. Last semester's class was too large. It _____
_____ in half.
(*ought to + divide*)
14. These books _____ to the library
by tomorrow.
(*have to + return*)
15. Polly _____ these books by next Friday.
(*have to + return*)
16. A: Andy, your chores _____
by the time I get home, including taking out the garbage.
B: Don't worry, Mom. I'll do everything you told me to do.
(*had better + finish*)
17. A: Andy, you _____ your chores before
Mom gets home.
B: I know. I'll do them in a minute. I'm busy right now.
(*had better + finish*)
18. This application _____ to the
personnel department soon.
(*be supposed to + send*)
19. Ann's birthday was on the 5th, and now it's already the 8th. Her birthday
card _____ a week ago. Maybe we'd
better give her a call to wish her a belated happy birthday.
(*should + send*)
20. A: Ann didn't expect to see her boss at the labor union meeting.
B: She _____ when she saw him.
A: She was.
(*must + surprise*)

□ EXERCISE 12: Use the verb in parentheses with any appropriate modal or similar expression. All of the sentences are passive. In many sentences, more than one modal is possible. Use the modal that sounds best to you.

1. The entire valley (*see*) can be seen from their mountain home.
2. He is wearing a gold band on his fourth finger. He (*marry*) _____.
3. According to our teacher, all of our compositions (*write*) _____ in ink. He won't accept papers written in pencil.
4. I found this book on my desk when I came to class. It (*leave*) _____ by one of the students in the earlier class.
5. Five of the committee members will be unable to attend the next meeting. In my opinion, the meeting (*postpone*) _____.
6. A child (*give, not*) _____ everything he or she wants.
7. He has an aptitude for math. This interest in math (*encourage*) _____.
8. Try to speak slowly when you give your speech. If you don't, some of your words (*misunderstand*) _____.
9. Some UFO sightings (*explain, not*) _____ easily. No one is able to explain them easily.



10. What? You tripped over a chair at the party and dropped your plate of food into a man's lap? You (*embarrass*) _____!
11. She is very lazy. If you want her to do anything, she (*push*) _____.
12. The hospital in that small town is very old and can no longer serve the needs of the community. A new hospital (*built*) _____ years ago.
13. Whales (*save*) _____ from extinction.
14. We can't wait any longer! Something (*do*) _____ immediately!
15. In my opinion, she (*elect*) _____ because she is honest, knowledgeable, and competent.

☐ **EXERCISE 13—ORAL/WRITTEN:** Create sentences from the given subjects and verbs. Use the passive if possible, with or without a "by phrase." Use the active only if the verb is intransitive. Make the subject singular or plural as you wish. Use modals as you wish.

Example: tape recorder/make

Possible responses: This tape recorder was made in Korea.
My tape recorder was made in Japan.
The tape recorders we use in lab class were made in the United States.

Example: automobile accident/happen

Possible responses: An automobile accident happened near my apartment building a few days ago.
The automobile accident I read about in the newspaper happened on Highway 5 during rush hour.
The automobile accident Tom told me about must have happened not far from my uncle's house.

- | | |
|--|----------------------|
| 1. (<i>name of a language</i>)/speak | 6. food/serve |
| 2. (<i>kind of game</i>)/play | 7. dark cloud/appear |
| 3. earthquake/occur | 8. jeans/wear |
| 4. news/report | 9. gold/mine |
| 5. steel/produce | 10. bill/pay |

- | | |
|--------------------------------------|------------------|
| 11. (name of a thing)/invent | 18. friend/agree |
| 12. (name of a place/thing)/discover | 19. watch/make |
| 13. (kind of car)/manufacture | 20. I/influence |
| 14. computer/cost | 21. movie/show |
| 15. newspaper/sell | 22. rice/cook |
| 16. I/bite | 23. rule/obey |
| 17. (name of a person)/respect | 24. damage/cause |

3-5 STATIVE PASSIVE

| | |
|--|--|
| <p>(a) The door <i>is old</i>.</p> <p>(b) The door <i>is green</i>.</p> <p>(c) The door <i>is locked</i>.</p> | <p>In (a) and (b): old and green are adjectives. They describe the door. In (c): locked is a past participle. It is used as an adjective. It describes the door.</p> |
| <p>(d) I locked the door five minutes ago.</p> <p>(e) The door was locked by me five minutes ago.</p> <p>(f) Now the door <i>is locked</i>.</p> | <p>The passive form may be used to describe an existing situation or state, as in (f) and (i). No action is taking place. The action happened before. There is no "by phrase." The past participle functions as an adjective.</p> |
| <p>(g) Ann broke the window.</p> <p>(h) The window was broken by Ann.</p> <p>(i) Now the window <i>is broken</i>.</p> | <p>When the passive form expresses an existing state rather than an action, it is called the "stative passive."</p> |
| <p>(j) I am interested in Chinese art.</p> <p>(k) He is satisfied with his job.</p> <p>(l) Ann is married to Alex.</p> | <p>Often stative passive verbs are followed by a preposition other than by. (See Appendix 2.)</p> |
| <p>(m) I don't know where I am. I am lost.</p> <p>(n) I can't find my purse. It is gone.</p> <p>(o) I am finished with my work.</p> <p>(p) I am done with my work.</p> | <p>(m) through (p) are examples of idiomatic usage of the passive form. These sentences have no equivalent active sentences.</p> |

☐ **EXERCISE 14:** Supply the stative passive of the given verbs. Use the **SIMPLE PRESENT** or the **SIMPLE PAST**.

- It is hot in this room because the window (*close*) is closed.
- Yesterday it was hot in this room because the window (*close*) was closed.

3. Sarah is wearing a blouse. It (*make*) _____ of cotton.
4. The door to this room (*shut*) _____.
5. Jim is sitting quietly. His elbows (*bend*) _____ and his hands (*fold*) _____ in front of him.
6. We can leave now because class (*finish*) _____.
7. The lights in this room (*turn*) _____ on.
8. This room (*crowd, not*) _____.
9. We can't go any farther. The car (*stick*) _____ in the mud.
10. We couldn't go any farther. The car (*stick*) _____ in the mud.
11. My room is very neat right now. The bed (*make*) _____, the floor (*sweep*) _____, and the dishes (*wash*) _____.
12. We are ready to sit down and eat dinner. The table (*set*) _____, the meat and rice (*do*) _____, and the candles (*light*) _____.
13. Where's my wallet? It (*go*) _____! Did you take it?
14. Hmmm. My dress (*tear*) _____. I wonder how that happened.
15. Don't look in the hall closet. Your birthday present (*hide*) _____ there.

☐ **EXERCISE 15:** Use an appropriate form of the words in the following list to complete the sentences.

*bear (born)**

block

confuse

crowd

divorce

do

exhaust

go

insure

locate

✓ *lose*

marry

plug in

qualify

schedule

spoil

stick

turn off

*In the passive, **born** is used as the past participle of **bear** to express "given birth to."

1. Excuse me, sir. Could you give me some directions? I am lost.
2. Let's find another restaurant. This one _____ too _____. We would have to wait at least an hour for a table.
3. The meeting _____ for tomorrow at nine.
4. That's hard work! I _____. I need to rest for a while.
5. You told me one thing and John told me another. I don't know what to think. I _____.
6. Louise is probably sleeping. The lights in her room _____.
7. Mrs. Wentworth's jewelry _____ for \$50,000.
8. I can't open the window. It _____.



9. Carolyn and Joe were married to each other for five years, but now they _____.
10. I thought I had left my book on this desk, but it isn't here. It _____. I wonder where it is.
11. I'm sorry. You _____ not _____ for the job. We need someone with a degree in electrical engineering.
12. I love my wife. I _____ to a wonderful woman.
13. We can't eat this fruit. It _____. We'll have to throw it away.
14. We'd better call a plumber. The water won't go down the drain. The drain _____.
15. Vietnam _____ in Southeast Asia.

16. A: How old is Jack?

B: He _____ in 1970.

17. A: The TV set doesn't work.

B: Are you sure? _____ it _____?

18. A: Is dinner ready?

B: Not yet. The potatoes _____ not _____. They need another ten minutes.

☐ **EXERCISE 16:** Supply the correct form of the verb in parentheses and an appropriate preposition. Use the **SIMPLE PRESENT**.

1. (*interest*) Carol is interested in ancient history.
2. (*compose*) Water _____ hydrogen and oxygen.
3. (*accustom*) I _____ living here.
4. (*terrify*) Our son _____ dogs.
5. (*finish*) Pat _____ her composition.
6. (*oppose*) I _____ that suggestion.
7. (*cover*) It's winter, and the ground _____ snow.
8. (*satisfy*) I _____ the progress I have made.
9. (*marry*) Jack _____ Ruth.
10. (*divorce*) Elaine _____ Ed.
11. (*acquaint*) I _____ not _____ that author's work.
12. (*tire*) I _____ sitting here.
13. (*relate*) Your name is Mary Smith. _____ you _____ John Smith?
14. (*dedicate*) Mrs. Robinson works in an orphanage. She _____ her work.

15. (*disappoint*) Jim got a bad grade because he didn't study. He _____ himself.
16. (*scare*) Bobby is not very brave. He _____ his own shadow.
17. (*commit*) The administration _____ improving the quality of education at our school.
18. (*devote*) Mr. and Mrs. Miller _____ each other.
19. (*dress*) Walter _____ his best suit for his wedding today.
20. (*do*) We _____ this exercise.

3-6 THE PASSIVE WITH GET

| | |
|--|---|
| (a) I'm getting hungry . Let's eat soon. (b) You shouldn't eat so much. You'll get fat . (c) I stopped working because I got sleepy . | Get may be followed by certain adjectives.* |
| (d) I stopped working because I got tired . (e) They are getting married next month. (f) I got worried because he was two hours late. | Get may also be followed by a past participle. The past participle functions as an adjective; it describes the subject. The passive with get is common in spoken English but is often not appropriate in formal writing. |

*Some of the common adjectives that follow **get** are: *angry, anxious, bald, better, big, busy, chilly, cold, dark, dizzy, empty, fat, full, good, heavy, hot, hungry, late, light, mad, nervous, old, rich, sick, sleepy, tall, thirsty, warm, well, wet, worse*.

☐ **EXERCISE 17:** Use any appropriate tense of **get** and an adjective from the following list to complete the sentences.

better
busy
dark
full

hot
 ✓ *hungry*
late
light

nervous
sleepy
well
wet

1. What time are we going to eat? I *am getting hungry*.

2. A: I _____.
B: Why don't you take a nap? A couple of hours of sleep will do you good.
3. A: What time is it?
B: Almost ten.
A: I'd better leave soon. It _____. I have to be at the airport by eleven.
4. I didn't have an umbrella, so I _____ while I was waiting for the bus yesterday.
5. Let's turn on the air conditioner. It _____ in here.
6. Every time I have to give a speech, I _____.
7. Would you mind turning on the light? It _____ in here.
8. A: It's a long drive from Denver to here. I'm glad you finally arrived.
What time did you leave this morning?
B: At sunrise. We left as soon as it _____ outside.
9. A: Won't you have another helping?
B: All of the food is delicious, but I really can't eat much more. I _____.
10. Maria's English is improving. It _____.
11. Shake a leg! We don't have all day to finish this work! Get moving! Let's step on it! _____ and finish your work. There's no time to waste.
12. My friend was sick, so I sent him a card. It said, "_____ soon."

☐ **EXERCISE 18:** Complete the sentences by using an appropriate form of *get* and the given verbs.

- | | |
|--------------------|---|
| 1. (<i>tire</i>) | I think I'll stop working. I <u><i>am getting tired</i></u> . |
| 2. (<i>hurt</i>) | There was an accident, but nobody _____. |
| 3. (<i>lose</i>) | We didn't have a map, so we _____. |

4. (*dress*) We can leave as soon as you _____.
5. (*marry*) When _____ you _____?
6. (*accustom*) How long did it take you to _____
to living here?
7. (*worry*) Sam was supposed to be home an hour ago, but he still
isn't here. I _____.
8. (*upset*) Just try to take it easy. Don't _____.
9. (*confuse*) I _____ because everybody gave
me different advice.
10. (*do*) We can leave as soon as I _____
with this work.
11. (*depress*) Chris _____ when she lost her
job, so I tried to cheer her up.
12. (*invite*) _____ you _____ to the party?
13. (*bore*) I _____, so I didn't stay for the
end of the movie.
14. (*pack*) I'll be ready to leave as soon as I _____.
15. (*pay*) I _____ on Fridays. I'll give you
the money I owe you next Friday. Okay?
16. (*hire*) After Ed graduated, he _____ by
an engineering firm.
17. (*fire*) But later he _____ because he
didn't do his work.
18. (*finish, not*) Last night I _____
with my homework until after midnight.
19. (*disgust*) I _____ and left because the
things they were saying at the meeting were ridiculous.
20. (*engage*) First, they _____.
- (*marry*) Then, they _____.
- (*divorce*) Later, they _____.

(*remarry*)

Finally, they _____. Today they are very happy.

□ **EXERCISE 19—ORAL (BOOKS CLOSED):** Create sentences with *get* and the given words.

Example: dizzy

Possible response: I went on a really neat ride at the carnival last summer. It was a lot of fun even though I got dizzy.

- | | |
|-------------|-----------------------|
| 1. sleepy | 13. finished |
| 2. confused | 14. lost |
| 3. married | 15. hurt |
| 4. wet | 16. cheated |
| 5. done | 17. bored |
| 6. full | 18. elected |
| 7. mad | 19. older |
| 8. nervous | 20. worried |
| 9. excited | 21. worse |
| 10. scared | 22. prepared |
| 11. dressed | 23. wrinkled |
| 12. rich | 24. better and better |

□ **EXERCISE 20:** Use active or passive, in any appropriate tense, for the verbs in parentheses.

1. It's noon. The mail should be here soon. It (*deliver, usually*) _____
_____ sometime between noon and one o'clock.
2. Only five of us (*work*) _____ in the laboratory
yesterday when the explosion (*occur*) _____.
Luckily, no one (*hurt*) _____.
3. I was supposed to take a test yesterday, but I (*admit, not*) _____
_____ into the testing room because the
examination (*begin, already*) _____.
4. According to a recent survey, out of every dollar an American spends on
food, thirty-six cents (*spend*) _____ at restaurants.

5. I'm sorry I'm late. I (*hold up*) _____ by the rush hour traffic. It (*take*) _____ thirty minutes for me to get here instead of fifteen.
6. Before she graduated last May, Susan (*offer, already*) _____ a position with a law firm.
7. According to many scientists, solar energy (*use*) _____ extensively in the twenty-first century.
8. I (*study*) _____ English here for the last two months. My English (*get*) _____ better, but I still find it difficult to understand lectures.
9. Right now a student trip to the planetarium (*organize*) _____ by Mrs. Hunt. You can sign up for it at her office.
10. He is a man whose name will go down in history. He (*forget, never*) _____.
11. When you (*arrive*) _____ at the airport tomorrow, you (*meet*) _____ by a friend of mine. He (*wear*) _____ a red shirt and blue jeans. He (*be*) _____ fairly tall and (*have*) _____ dark hair. He (*stand*) _____ near the main entrance. I'm sure you will be able to find him.
12. A: Yesterday (*be*) _____ a terrible day.
B: What (*happen*) _____?
A: First, I (*flunk*) _____ a test, or at least I think I did. Then I (*drop*) _____ my books while I (*walk*) _____ across campus and they (*fall*) _____ into a mud puddle. And finally, my bicycle (*steal*) _____.
- B: You should have stayed in bed.

3-7 PARTICIPIAL ADJECTIVES

| | |
|---|--|
| <p>--The problem confuses the students. (a) It is a <i>confusing</i> problem.</p> <p>--The students are confused by the problem. (b) They are <i>confused</i> students.</p> | <p>The present participle conveys an active meaning. The noun it modifies does something. In (a): The noun "problem" does something; it "confuses." Thus, it is described as a "confusing problem."</p> <p>The past participle conveys a passive meaning. In (b): The students are confused by something. Thus, they are described as "confused students."</p> |
| <p>--The story amuses the children. (c) It is an <i>amusing</i> story.</p> <p>--The children are amused by the story. (d) They are <i>amused</i> children.</p> | <p>In (c): The noun "story" performs the action.</p> <p>In (d): The noun "children" receives the action.</p> |

□ EXERCISE 21: Complete the sentences with the present or past participle of the verbs in italics.

- 1. The class *bore*s the students. It is a *boring* class.
- 2. The students *are bored by* the class. They are *bored* students.
- 3. The game *excites* the people. It is an _____ game.
- 4. The people *are excited by* the game. They are _____ people.
- 5. The news *surprised* the man. It was _____ news.
- 6. The man *was surprised by* the news. He was a _____ man.
- 7. The child *was frightened by* the strange noise. The _____ child sought comfort from her father.
- 8. The strange noise *frightened* the child. It was a _____ sound.
- 9. The work *exhausted* the men. It was _____ work.
- 10. The men *were exhausted*. The _____ men sat down to rest under the shade of a tree.

□ EXERCISE 22—ORAL (BOOKS CLOSED): Respond with a present or past participle.

Example: If a book confuses you, how would you describe the book?

Response: confusing

Example: If a book confuses you, how would you describe yourself?

Response: confused

1. If a story amazes you, how would you describe the story?
How would you describe yourself?
2. If a story depresses you, how would you describe the story?
How would you describe yourself?
3. If some work tires you, how would you describe yourself?
How would you describe the work?
4. If a movie bores you, how would you describe the movie?
How would you describe yourself?
5. If a painting interests you, how would you describe yourself?
How would you describe the painting?
6. If a situation embarrasses you
7. If a book disappoints you
8. If a person fascinates you
9. If a situation frustrates you
10. If a noise annoys you
11. If an event shocks you
12. If an experience thrills you

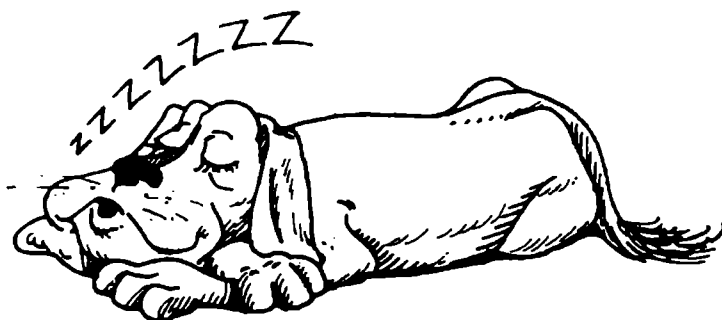
□ **EXERCISE 23:** Complete the sentences with the present or past participle of the verbs in parentheses.

1. The (*steal*) stolen jewelry was recovered.
2. Success in one's work is a (*satisfy*) _____ experience.
3. The dragon was a (*terrify*) _____ sight for the villagers.
4. The (*terrify*) _____ villagers ran for their lives.
5. I found myself in an (*embarrass*) _____ situation last night.
6. A kid accidentally threw a ball at one of the school windows. Someone needs to repair the (*break*) _____ window.
7. A (*damage*) _____ earthquake occurred recently.
8. People are still in the process of repairing the many (*damage*) _____ buildings and streets.
9. I elbowed my way through the (*crowd*) _____ room.
10. The value endures. A gift given in friendship has (*endure*) _____ value.

11. No one lives in that (*desert*) _____ house except a few cats.
12. The thief tried to pry open the (*lock*) _____ cabinet.
13. Parents have a (*last*) _____ effect on their children.
14. The (*injure*) _____ woman was put into an ambulance.
15. I bought some (*freeze*) _____ vegetables at the supermarket.

☐ **EXERCISE 24:** Complete the sentences with the present or past participle of the verbs in parentheses.

1. I like to talk with her. I think she is an (*interest*) interesting person.
2. That (*annoy*) _____ buzz is coming from the fluorescent light.
3. Use the (*give*) _____ words in the (*follow*) _____ sentences.
4. The teacher gave us a (*challenge*) _____ assignment, but we all enjoyed doing it.
5. The (*expect*) _____ event did not occur.
6. A (*grow*) _____ child needs a (*balance*) _____ diet.
7. There is an old saying: Let (*sleep*) _____ dogs lie.



8. No one appreciates a (*spoil*) _____ child.

9. At present, the (*lead*) _____ candidate in the senatorial race is Henry Moore.
10. It is sad. She led a (*waste*) _____ life.
11. We had a (*thrill*) _____ but hair-raising experience on our back-packing trip into the wilderness.
12. Last night while we were walking home, we saw an unidentified (*fly*) _____ object.
13. The (*abandon*) _____ car was towed away by a tow truck.
14. Any (*think*) _____ person knows that smoking is a destructive habit.
15. I still have five more (*require*) _____ courses to take.
16. The streets bustled with activity. We made our way through the (*bustle*) _____ streets.

☐ **EXERCISE 25—ERROR ANALYSIS:** Find and correct the errors in the following.

Example: I dressed my clothes.

Correction: I got dressed.

1. I am interesting in his ideas.
2. How many peoples have you been invited to the party?
3. When I returned home, everything is quite. I walk to my room, get undress, and going to bed.
4. I didn't go to dinner with them because I had already been eaten.
5. In class yesterday, I was confusing. I didn't understand the lesson.
6. I couldn't move. I was very frighten.
7. When we were children, we are very afraid of caterpillars. Whenever we saw one of these monsters, we run to our house before the caterpillars could attack us. I am still scare when I saw a caterpillar close to me.
8. One day, while the old man was cutting down a big tree near the stream, his axe was fallen into the water. He sat down and begin to cry because he does not have enough money to buy another axe.

□ **EXERCISE 26—WRITTEN:** Write a brief biography of someone you know well and admire—perhaps a parent, brother, friend, colleague, or neighbor.

□ **EXERCISE 27—PHRASAL VERBS:** Supply appropriate prepositions. All of the following contain two-word or three-word verbs.

1. A: When do we have to turn _____ our assignments?

B: They're due next Tuesday.

2. A: How does this tape recorder work?

B: Push this button to turn it _____ and push that button to shut it _____.

3. A: May I borrow your dictionary?

B: Sure. But please be sure to put it _____ on the shelf when you're finished.

4. A: I'm going to be in your neighborhood tomorrow.

B: Oh? If you have time, why don't you drop _____ to see us?

A: Thanks. That sounds like a good idea. Should I call first?

5. A: Look _____! A car is coming!

6. A: I got very irritated at one of my dinner guests last night.

B: Why?

A: There was an ashtray on the table, but he put his cigarette _____ on one of my good plates!

7. A: I need to talk to Karen.

B: Why don't you call her _____? She's probably at home now.

8. A: Oh-oh. I made a mistake on the check I just wrote.

B: Don't try to correct the mistake. Just tear _____ the check and throw it _____.

9. A: Are you here to apply for a job?

B: Yes.

A: Here is an application form. Fill it _____ and then give it _____ to me when you are finished.

10. A: Look. There's Mike.

B: Where?

A: At the other end of the block, walking toward the administration building. If we run, we can catch _____ with him.

11. A: Is your roommate here?

B: Yes. She decided to come to the party after all. Have you ever met her?

A: No, but I'd like to.

B: She's the one standing over there by the far window. She has a blue dress _____. Come on. I'll introduce you.

12. A: Do you have plans for Sunday night?

B: Yes, I plan to go _____ my homework for Monday.



CHAPTER 4

Gerunds and Infinitives

A gerund = *the -ing form of a verb* (e.g., talking, playing, understanding).

An infinitive = *to + the simple form of a verb* (e.g., to talk, to play, to understand).

4-1 GERUNDS: INTRODUCTION

S V
(a) **Playing** tennis is fun.

S V O
(b) We enjoy **playing** tennis.

 PREP O
(c) He's excited about **playing** tennis.

A gerund is the **-ing** form of a verb used as a noun.* A gerund is used in the same ways as a noun, i.e., as a subject or an object.

In (a): **playing** is a gerund. It is used as the subject of the sentence. **Playing tennis** is a gerund phrase.

In (b): **playing** is used as the object of the verb *enjoy*.

In (c): **playing** is used as the object of the preposition *about*.

*COMPARE the uses of the **-ing** form of verbs:

- (1) **Walking** is good exercise. → **walking** = a gerund, used as the subject of the sentence.
- (2) Bob and Ann are **playing** tennis. → **playing** = a present participle, used in the present progressive tense.
- (3) I heard some **surprising** news. → **surprising** = a present participle, used as an adjective.

4-2 USING GERUNDS AS THE OBJECTS OF PREPOSITIONS

| | |
|---|--|
| (a) We talked about going to Canada for our vacation. (b) Sue is in charge of organizing the meeting. (c) I'm interested in learning more about your work. | A gerund is frequently used as the object of a preposition. |
| (d) I'm used to sleeping with the window open. (e) I'm accustomed to sleeping* with the window open. (f) I look forward to going home next month. (g) They object to changing their plans at this late date. | In (d) through (g): to is a preposition, not part of an infinitive form, so a gerund follows. |
| (h) We talked about not going to the meeting, but finally decided we should go. | Negative form: not precedes a gerund. |

*Possible in British English: *I'm accustomed to sleep with the window open.*

□ EXERCISE 1: Supply an appropriate preposition and verb form.

- 1. Alice isn't interested in (look) looking for a new job.
- 2. Henry is excited _____ (leave) _____ for India.
- 3. You are capable _____ (do) _____ better work.
- 4. I have no excuse _____ (be) _____ late.
- 5. I'm accustomed _____ (have) _____ a big breakfast.
- 6. The rain prevented us _____ (complete) _____ the work.
- 7. Fred is always complaining _____ (have) _____ a headache.
- 8. Instead _____ (study) _____, Margaret went to a ball game with some of her friends.
- 9. Thank you _____ (help) _____ me carry the packages to the post office.
- 10. Mrs. Grant insisted _____ (know) _____ the whole truth.
- 11. He showed us how to get to his house _____ (draw) _____ a map.
- 12. You should take advantage _____ (live) _____ here.
- 13. Laura had a good reason _____ (go, not) _____ to class yesterday.

14. Everyone in the neighborhood participated _____ (*search*) _____
_____ for the lost child.
15. I apologized to Diane _____ (*make*) _____ her wait for
me.
16. The weather is terrible tonight. I don't blame you _____ (*want, not*)
_____ to go to the meeting.
17. Who is responsible _____ (*wash*) _____ and (*dry*) _____
_____ the dishes after dinner?
18. In addition _____ (*go*) _____ to school full-time, Sam has
a part-time job.
19. The angry look on his face stopped me _____ (*speak*) _____
_____ my mind.
20. Where should we go for dinner tonight? Would you object _____ (*go*)
_____ to an Italian restaurant?
21. The mayor made another public statement for the purpose _____
(*clarify*) _____ the new tax proposal.
22. The thief was accused _____ (*steal*) _____ a woman's
purse.
23. The jury found Mr. Adams guilty _____ (*take*) _____
money from the company he worked for and (*keep*) _____ it for
himself.
24. Bill isn't used _____ (*wear*) _____ a suit and tie every day.
25. I'm going to visit my family during the school vacation. I'm looking
forward _____ (*eat*) _____ my mother's cooking and
(*sleep*) _____ in my own bed.

☐ **EXERCISE 2—ORAL (BOOKS CLOSED):** To practice using gerunds following prepositions, answer the questions in complete sentences. Answer either yes or no.

Example: Your friend was late. Did she apologize?

Response: Yes, she apologized/No, she didn't apologize *for being* late.

1. You were late for class yesterday. Did you have a good excuse?

2. You are going to (*Baltimore*) to visit your friends this weekend. Are you looking forward to that?
3. (. . .) picked up your pen when you dropped it. Did you thank him/her?
4. You're living in a cold/warm climate. Are you accustomed to that?
5. You're going to (*Hawaii*) for a vacation. Are you excited?
6. You interrupted (. . .) while s/he was speaking. Did you apologize?
7. The students in the class did pantomimes. Did all of them participate?
8. Someone broke the window. Do you know who is responsible?
9. Americans usually have their biggest meal in the evening. Are you used to doing that?
10. The weather is hot/cold. What does that prevent you from doing?
11. (. . .) has to do a lot of homework. Does s/he complain?
12. (. . .) was sick last week, so s/he stayed home in bed. Do you blame him/her?
13. (. . .) didn't study last night. What did s/he do instead?
14. You studied grammar last night. What did you do in addition?

☐ **EXERCISE 3:** Using the words in parentheses and any other necessary words, complete the sentences.

1. Ken went to bed instead of finishing his work. (*finish*)
2. I thanked her _____ (*lend*)
3. I'm excited _____ (*go*)
4. I'm not accustomed _____ (*live*)
5. He didn't feel good. He complained _____ (*have*)
6. I don't blame you _____ (*want, not*)
7. I have a good reason _____ (*be*)
8. It's getting late. I'm worried _____ (*miss*)
9. I'm interested _____ (*find out about*)
10. I'm thinking _____ (*go*)
11. I apologized to my friend _____ (*be*)
12. I am/am not used _____ (*drive*)
13. Nothing can stop me _____ (*go*)
14. In that office, who is responsible _____
(*take care of*)

- ☐ EXERCISE 4: *By + a gerund or gerund phrase* is used to express how something is done. Complete the following by using *by + a gerund or gerund phrase*.
1. Pat turned off the tape recorder by pushing the stop button.

2. We show people we are happy by smiling.

3. We decided who should get the last piece of pie by flipping a coin.

4. We satisfy our hunger _____

5. We quench our thirst _____

6. I found out what “quench” means _____

7. Tony improved his listening comprehension _____

8. Alex caught my attention _____

9. They got rid of the rats in the building _____

10. My dog shows me she is happy _____

11. He accidentally electrocuted himself _____

12. Sometimes teenagers get into trouble with their parents _____

4-3 COMMON VERBS FOLLOWED BY GERUNDS

| | |
|--|--|
| VERB + GERUND (a) I <i>enjoy playing</i> tennis. | Gerunds are used as the objects of certain verbs. In (a), <i>enjoy</i> is followed by a gerund (<i>playing</i>). <i>Enjoy</i> is not followed by an infinitive. <i>INCORRECT: I enjoy to play tennis.</i> Common verbs that are followed by gerunds are given in the list below. |
| (b) Joe <i>quit smoking</i> . (c) Joe <i>gave up smoking</i> . | (b) and (c) have the same meaning. Some two-word verbs, e.g., <i>give up</i> , are followed by gerunds. These two-word verbs are given in parentheses in the list below. |
| VERB + GERUND <div><div><i>enjoy</i> <i>appreciate</i> <i>mind</i></div><div><i>quit (give up)</i> <i>finish (get through)</i> <i>stop*</i></div><div><i>avoid</i> <i>postpone (put off)</i> <i>delay</i> <i>keep (keep on)</i></div><div><i>consider (think about)</i> <i>discuss (talk about)</i> <i>mention</i> <i>suggest</i></div></div> | |

**Stop* can also be followed immediately by an infinitive of purpose (*in order to*). See Chart 4-11.
COMPARE the following:
(1) *stop + gerund*: When the professor entered the room, the students *stopped talking*. The room became quiet.
(2) *stop + infinitive of purpose*: While I was walking down the street, I ran into an old friend. I *stopped to talk* to him. (I stopped walking *in order to talk* to him.)

□ **EXERCISE 5—ORAL:** Make sentences from the given words. Use any tense. Use any subject.

Example: enjoy + read the newspaper

Possible response: I enjoy reading the newspaper every morning while I'm having my first cup of coffee.

- | | |
|-------------------------------|--------------------------------|
| 1. enjoy + watch TV | 11. delay + leave on vacation |
| 2. mind + open the window | 12. keep + work |
| 3. quit + eat desserts | 13. keep on + work |
| 4. give up + eat desserts | 14. consider + get a job |
| 5. finish + eat dinner | 15. think about + get a job |
| 6. get through + eat dinner | 16. discuss + go to a movie |
| 7. stop + rain | 17. talk about + go to a movie |
| 8. avoid + answer my question | 18. mention + go to a concert |
| 9. postpone + do my work | 19. suggest + go on a picnic* |
| 10. put off + do my work | 20. enjoy + listen to music |

□ **EXERCISE 6:** By using a gerund, supply any appropriate completion for each of the following.

1. When Beth got tired, she stopped working/studying.
2. Would you mind _____ the door? Thanks.
3. The weather will get better soon. We can leave as soon as it quits _____.
4. The police officer told him to stop, but the thief kept _____.
5. I enjoy _____ a long walk every morning.
6. I have a lot of homework tonight, but I'd still like to go with you later on. I'll call you when I get through _____.
7. I would like to have some friends over. I'm thinking about _____ a dinner party.
8. He told a really funny joke. We couldn't stop _____!
9. Jack almost had an automobile accident. He barely avoided _____ another car at the intersection of 4th and Elm.

*For other ways of expressing ideas with *suggest*, see Chart 7-8.

10. Where are you considering _____ for vacation?
11. Sometimes I put off _____ my homework.
12. You have to decide where you want to go to school next year. You can't postpone _____ that decision much longer.
13. I wanted to go to Mexico. Sally suggested _____ to Hawaii.
14. Tony mentioned _____ the bus to school instead of walking.
15. I appreciate _____ able to study in peace and quiet.

4-4 GO + GERUND

| | | |
|---------------------------------------|--|---------------------------|
| (a) Did you <i>go shopping</i> ? | Go is followed by a gerund in certain idiomatic expressions to express, for the most part, recreational activities. | |
| (b) We <i>went fishing</i> yesterday. | | |
| GO + GERUND | | |
| <i>go birdwatching</i> | <i>go hiking</i> | <i>go sightseeing</i> |
| <i>go boating</i> | <i>go hunting</i> | <i>go skating</i> |
| <i>go bowling</i> | <i>go jogging</i> | <i>go skiing</i> |
| <i>go camping</i> | <i>go mountain climbing</i> | <i>go sledding</i> |
| <i>go canoeing</i> | <i>go running</i> | <i>go swimming</i> |
| <i>go diving</i> | <i>go sailing</i> | <i>go tobogganing</i> |
| <i>go fishing</i> | <i>go shopping</i> | <i>go window shopping</i> |

☐
EXERCISE 7—ORAL (BOOKS CLOSED):
 Make up sentences using the given words. Use any subject. Use any tense.

Example:
 enjoy + go

Possible responses:
 I enjoy going to the zoo./My friend and I enjoyed going to a rock concert last weekend./Where do you enjoy going in (*this city*) when you have some free time?

- | | |
|---------------------------|--------------------------------|
| 1. finish + study | 10. postpone + go + camp |
| 2. go + dance | 11. quit + rain |
| 3. keep + work | 12. avoid + go + shop |
| 4. go + bowl | 13. give up + ask |
| 5. think about + wear | 14. discuss + go + birdwatch |
| 6. enjoy + play | 15. appreciate + hear |
| 7. go + fish | 16. mind + wait |
| 8. talk about + go + swim | 17. think about + not go |
| 9. stop + fight | 18. suggest + go + window shop |

4-5 COMMON VERBS FOLLOWED BY INFINITIVES

| | |
|--|---|
| VERB + INFINITIVE (a) I <i>hope to see</i> you again soon. (b) He <i>promised to be</i> here by ten. (c) He <i>promised not to be</i> late. | Some verbs are followed immediately by an infinitive, as in (a) and (b). See Group A below. Negative form: <i>not</i> precedes the infinitive. |
| VERB + (PRO)NOUN + INFINITIVE (d) Mr. Lee <i>told me to be</i> here at ten o'clock. (e) The police <i>ordered the driver to stop</i> . (f) I <i>was told to be</i> here at ten o'clock. (g) The driver <i>was ordered to stop</i> . | Some verbs are followed by a (pro)noun and then an infinitive, as in (d) and (e). See Group B below. These verbs are followed immediately by an infinitive when they are used in the passive, as in (f) and (g). |
| (h) I <i>expect to pass</i> the test. (i) I <i>expect Mary to pass</i> the test. | <i>Ask, expect, would like, want, and need</i> may or may not be followed by a (pro)noun object. COMPARE: In (h): I think I will pass the test. In (i): I think Mary will pass the test. |

| | | | |
|---|---|---|---|
| GROUP A: VERB + INFINITIVE | | | |
| <i>hope to</i> <i>plan to</i> <i>intend to*</i> <i>decide to</i> | <i>promise to</i> <i>agree to</i> <i>offer to</i> <i>refuse to</i> | <i>seem to</i> <i>appear to</i> <i>pretend to</i> | <i>ask to</i> <i>expect to</i> <i>would like to</i> <i>want to</i> <i>need to</i> |
| GROUP B: VERB + (PRO)NOUN + INFINITIVE | | | |
| <i>tell someone to</i> <i>advise someone to**</i> <i>encourage someone to</i> <i>remind someone to</i> | <i>invite someone to</i> <i>permit someone to</i> <i>allow someone to</i> <i>warn someone to</i> | <i>require someone to</i> <i>order someone to</i> <i>force someone to</i> | <i>ask someone to</i> <i>expect someone to</i> <i>would like someone to</i> <i>want someone to</i> <i>need someone to</i> |

**Intend* is usually followed by an infinitive (*I intend to go to the meeting*) but sometimes may be followed by a gerund (*I intend going to the meeting*) with no change in meaning.
**A gerund is used after *advise* (active) if there is no (pro)noun object. COMPARE:
(1) He *advised buying* a Fiat.
(2) He *advised me to buy* a Fiat. I *was advised to buy* a Fiat.

- ☐ EXERCISE 8: Supply any appropriate completion for each sentence. Use either a gerund or an infinitive.
1. We're going out for dinner. Would you like to join us?

2. Jack avoided looking at me.

3. Fred didn't have any money, so he decided _____ a job.

4. The teacher reminded the students _____ their assignments.

5. Do you enjoy _____ soccer?

6. I was broke, so Jenny offered _____ me a little money.
7. Mrs. Allen promised _____ tomorrow.
8. My boss expects me _____ this work ASAP.*
9. Jane had to go out again because she had forgotten _____
some bread at the market.
10. Even though I asked the people in front of me at the movie _____
_____ quiet, they kept _____.
11. Joan and David were considering _____ married in June,
but they finally decided _____ until August.
12. Our teacher encourages us _____ a dictionary whenever
we are uncertain of the spelling of a word.
13. Before I left home to go away to college, my mother reminded me _____
_____ her a letter at least once a week.
14. Mrs. Jackson warned her young son _____ the hot stove.
She was afraid he would burn his fingers.
15. I don't mind _____ alone.
16. The teacher seems _____ in a good mood today, don't
you think?
17. Lucy pretended _____ the answer to my question.
18. Dick intends _____ his friend a letter.
19. Residents are not allowed _____ pets in my apartment
building.
20. All applicants are required _____ an entrance
examination.
21. Someone asked me _____ this package.
22. I was asked _____ this package.
23. Jack advised me _____ a new apartment.
24. I was advised _____ a new apartment.
25. Jack advised _____ a new apartment.

*ASAP = as soon as possible.

26. Jack suggested _____ a new apartment.
27. Ann advised her sister _____ the plane instead of driving to Oregon.
28. Ann advised _____ the plane instead of driving to Oregon.
29. I would like _____ my relatives in Australia next summer.
30. I hope _____ school next year and start work in my father's company.
31. It's sometimes difficult _____ in a noisy office.
32. Do you enjoy _____ to the news?
33. He asked me _____ him with his math homework.
34. I enjoy _____ TV. It helps me to relax.
35. _____ cigarettes is very bad for your health.

□ **EXERCISE 9:** Using the given ideas and the verb in parentheses, make sentences, both active and passive, by using an infinitive phrase. (Omit the “by phrase” in the passive sentences.)

1. The teacher said to me, “You may leave early.”
 (permit) The teacher permitted me to leave early. (active)
 I was permitted to leave early. (passive)
2. The secretary said to me, “Please give this note to Sue.”
 (ask) _____ (active)
 _____ (passive)
3. My advisor said to me, “You should take Biology 109.”
 (advise) _____

4. When I went to traffic court, the judge said to me, “You must pay a thirty-dollar fine.”
 (order) _____

5. During the test, the teacher said to Greg, “Keep your eyes on your own paper.”
(*warn*) _____

6. During the test, the teacher said to Greg, “Don’t look at your neighbor’s paper.”
(*warn*) _____

7. At the meeting, the head of the department said to the faculty, “Don’t forget to turn in your grade reports by the 15th.”
(*remind*) _____

8. Mr. Lee said to the children, “Be quiet.”
(*tell*) _____

9. The hijacker said to the pilot, “You must land the plane.”
(*force*) _____

10. When I was growing up, my parents said to me, “You may stay up late on Saturday night.”
(*allow*) _____

11. The teacher said to the students, “Speak slowly and clearly.”
(*encourage*) _____

12. The teacher always says to the students, “You are supposed to come to class on time.”
(*expect*) _____

- **EXERCISE 10—ORAL:** In each of the following, report what someone said by using one of the verbs in the given list to introduce an infinitive phrase.

| | | |
|------------------|---------------|----------------|
| <i>advise</i> | <i>expect</i> | <i>remind</i> |
| <i>allow</i> | <i>force</i> | <i>require</i> |
| <i>ask</i> | <i>order</i> | <i>tell</i> |
| <i>encourage</i> | <i>permit</i> | <i>warn</i> |

1. The professor said to Alan, "You may leave early."
→ *The professor allowed Alan to leave early.*
Alan was allowed to leave early.
2. The general said to the soldiers, "Surround the enemy!"
3. Nancy said to me, "Would you please open the window?"
4. Bob said to me, "Don't forget to take your book back to the library."
5. Paul thinks I have a good voice, so he said to me, "You should take singing lessons."
6. Mrs. Anderson was very stern and a little angry. She shook her finger at the children and said to them, "Don't play with matches!"
7. I am very relieved because the Dean of Admissions said to me, "You may register for school late."
8. The law says, "Every driver must have a valid driver's license."
9. My friend said to me, "You should get some automobile insurance."
10. The robber had a gun. He said to me, "Give me all of your money."
11. Before the examination began, the teacher said to the students, "Work quickly."
12. My boss said to me, "Come to the meeting ten minutes early."

- **EXERCISE 11—ORAL (BOOKS CLOSED):** **STUDENT A:** Make an active sentence from the given verbs. **STUDENT B:** Change the sentence to the passive; omit the "by phrase."

Example: allow me + leave

Student A: The teacher allowed me to leave class early last Friday because I had an appointment with my doctor.

Student B: (. . .) was allowed to leave class early last Friday because s/he had an appointment with his/her doctor.

- | | |
|-----------------------|-------------------------|
| 1. remind me + finish | 6. warn me + not go |
| 2. ask me + go | 7. advise me + take |
| 3. permit me + have | 8. tell me + open |
| 4. expect me + be | 9. encourage me + visit |
| 5. allow me + leave | 10. require us + take |

4-6 COMMON VERBS FOLLOWED BY EITHER INFINITIVES OR GERUNDS

| | | | |
|---|----------------|---|---|
| Some verbs can be followed by either an infinitive or a gerund, sometimes with no difference in meaning, as in Group A below, and sometimes with a difference in meaning, as in Group B below. | | | |
| GROUP A: VERB + INFINITIVE OR GERUND (WITH NO DIFFERENCE IN MEANING) | | | |
| <i>begin</i> | <i>like</i> | <i>hate</i> | The verbs in Group A may be followed by either an infinitive or a gerund with little or no difference in meaning. |
| <i>start</i> | <i>love</i> | <i>can't stand</i> | |
| <i>continue</i> | <i>prefer*</i> | <i>can't bear</i> | |
| (a) It <i>began to rain.</i> / It <i>began raining.</i> | | | In (a): There is no difference between "began to rain" and "began raining." If the main verb is progressive, an infinitive (not a gerund) is usually used. |
| (b) I <i>started to work.</i> / I <i>started working.</i> | | | |
| (c) It <i>was beginning to rain.</i> | | | |
| GROUP B: VERB + INFINITIVE OR GERUND (WITH A DIFFERENCE IN MEANING) | | | |
| <i>remember</i> | <i>regret</i> | The verbs in Group B may be followed by either an infinitive or a gerund, but the meaning is different. | |
| <i>forget</i> | <i>try</i> | | |
| (d) Judy always <i>remembers to lock</i> the door. | | | <i>Remember + infinitive</i> = remember to perform responsibility, duty, or task, as in (d). |
| (e) Sam often <i>forgets to lock</i> the door. | | | <i>Forget + infinitive</i> = forget to perform a responsibility, duty, or task, as in (e). |
| (f) I <i>remember seeing</i> the Alps for the first time. The sight was impressive. | | | <i>Remember + gerund</i> = remember (recall) something that happened in the past, as in (f): |
| (g) I'll <i>never forget seeing</i> the Alps for the first time. | | | <i>Forget + gerund</i> = forget something that happened in the past, as in (g).** |
| (h) I <i>regret to tell</i> you that you failed the test. | | | <i>Regret + infinitive</i> = regret to say, to tell someone, to inform someone of some bad news, as in (h). |
| (i) I <i>regret lending</i> him some money. He never paid me back. | | | <i>Regret + gerund</i> = regret something that happened in the past, as in (i). |
| (j) I'm <i>trying to learn</i> English. | | | <i>Try + infinitive</i> = make an effort, as in (j). |
| (k) The room was hot. I <i>tried opening</i> the window, but that didn't help. So I <i>tried turning</i> on the fan, but I was still hot. Finally, I turned on the air conditioner. | | | <i>Try + gerund</i> = experiment with a new or different approach to see if it works, as in (k). |

*Notice the patterns with *prefer*:
prefer + gerund: I *prefer staying* home *to going* to the concert.
prefer + infinitive: I *prefer to stay* home *than (to) go* to the concert.

***Forget* followed by a gerund usually occurs in a negative sentence or a question: e.g., *I'll never forget, I can't forget, Have you ever forgotten*, and *Can you ever forget* can be followed by a gerund phrase.

□ **EXERCISE 12:** Complete the sentences with the correct form(s) of the verbs in parentheses.

1. I like (*go*) to go/going to the zoo.
2. The play wasn't very good. The audience started (*leave*) _____
_____ before it was over.
3. After a brief interruption, the professor continued (*lecture*) _____
_____.
4. The children love (*swim*) _____ in the ocean.
5. I hate (*see*) _____ any living being suffer. I can't bear it.
6. I'm afraid of flying. When a plane begins (*move*) _____
down the runway, my heart starts (*race*) _____. Oh-oh!
The plane is beginning (*move*) _____ and my heart is
starting (*race*) _____.
7. When I travel, I prefer (*drive*) _____ to (*take*) _____
_____ a plane.
8. I prefer (*drive*) _____ rather than (*take*) _____
a plane.
9. I always remember (*turn*) _____ off all the lights before I
leave my house.
10. I can remember (*be*) _____ very proud and happy when I
graduated.
11. Did you remember (*give*) _____ Jake my message?
12. I remember (*play*) _____ with dolls when I was a child.
13. What do you remember (*do*) _____ when you were a
child?
14. What do you remember (*do*) _____ before you leave for
class every day?
15. What did you forget (*do*) _____ before you left for class
this morning?

16. I'll never forget (*visit*) _____ my relatives in Australia for the first time. It is such an amazing country.
17. I can't ever forget (*watch*) _____ our team score the winning goal in the last seconds of the game to capture the national championship.
18. Don't forget (*do*) _____ your homework tonight!
19. I regret (*inform*) _____ you that your loan application has not been approved.
20. I regret (*listen, not*) _____ to my father's advice. He was right.
21. When a student asks a question, the teacher always tries (*explain*) _____ the problem as clearly as possible.
22. I tried everything, but the baby still wouldn't stop crying. I tried (*hold*) _____ him. I tried (*feed*) _____ him. I tried (*burp*) _____ him. I tried (*change*) _____ his diapers. Nothing worked.



☐ **EXERCISE 13:** Supply an appropriate form, gerund or infinitive, of the verbs in parentheses.

1. Mary reminded me (*be, not*) not to be late for the meeting.

2. We went for a walk after we finished (*clean*) _____ up the kitchen.
3. I forgot (*take*) _____ a book back to the library, so I had to pay a fine.
4. When do you expect (*leave*) _____ on your trip?
5. The baby started (*talk*) _____ when she was about eighteen months old.
6. I don't mind (*wait*) _____ for you. Go ahead and finish (*do*) _____ your work.
7. I've decided (*stay*) _____ here over vacation and (*paint*) _____ my room.
8. We discussed (*quit*) _____ our jobs and (*open*) _____ our own business.
9. I'm getting tired. I need (*take*) _____ a break.
10. Sometimes students avoid (*look*) _____ at the teacher if they don't want (*answer*) _____ a question.
11. The club members discussed (*postpone*) _____ the next meeting until March.
12. Most children prefer (*watch*) _____ television to (*listen*) _____ to the radio.
13. My grandfather prefers (*read*) _____.
14. Did Carol agree (*go*) _____ (*camp*) _____ with you?
15. As the storm approached, the birds quit (*sing*) _____.
16. The taxi driver refused (*take*) _____ a check. He wanted the passenger (*pay*) _____ in cash.
17. The soldiers were ordered (*stand*) _____ at attention.
18. The travel agent advised us (*wait, not*) _____ until August.

- **EXERCISE 14—ORAL (BOOKS CLOSED):** Make sentences from the following verb combinations. Use “I” or the name of another person in the room. Use any appropriate tense or modal.

Example: like + go

Possible response: I like to go (OR: going) to the park.

Example: ask + open

Possible response: (. . .) asked me to open the window.

- | | |
|--------------------------------|-------------------------|
| 1. enjoy + listen | 19. advise + go |
| 2. offer + lend | 20. be allowed + have |
| 3. start + laugh | 21. order + stay |
| 4. remind + take | 22. regret + take |
| 5. postpone + go | 23. want + go + shop |
| 6. look forward to + see | 24. like + go + swim |
| 7. forget + bring | 25. keep + put off + do |
| 8. remember + go | 26. decide + ask + come |
| 9. prefer + live | |
| 10. finish + do | |
| 11. encourage + go | |
| 12. can't stand + have to wait | |
| 13. continue + walk | |
| 14. stop + walk | |
| 15. be interested in + learn | |
| 16. be used to + speak | |
| 17. consider + not go | |
| 18. suggest + go | |

- **EXERCISE 15:** Supply an appropriate form, gerund or infinitive, of the verbs in parentheses.

1. Keep (*talk*) _____. I'm listening to you.
2. The children promised (*play*) _____ more quietly. They promised (*make, not*) _____ so much noise.
3. Linda offered (*look after*) _____ my cat while I was out of town.
4. You shouldn't put off (*pay*) _____ your bills.
5. Alex's dog loves (*chase*) _____ sticks.

6. Mark mentioned (*go*) _____ to the market later today. I wonder if he's still planning (*go*) _____.
7. Fred suggested (*go*) _____ (*ski*) _____ in the mountains this weekend. How does that sound to you?
8. The doctor ordered Mr. Gray (*smoke, not*) _____.
9. Don't tell me his secret. I prefer (*know, not*) _____.
10. Could you please stop (*whistle*) _____? I'm trying (*concentrate*) _____ on my work.
11. She finally decided (*quit*) _____ her present job and (*look for*) _____ another one.
12. Did you remember (*turn off*) _____ the stove?
13. Jack was allowed (*renew*) _____ his student visa.
14. Pat told us (*wait, not*) _____ for her.
15. Mr. Buck warned his daughter (*play, not*) _____ with matches.
16. Would you please remind me (*call*) _____ Alice tomorrow?
17. Liz encouraged me (*throw away*) _____ my old running shoes and (*buy*) _____ a new pair without holes in the toes.
18. I'm considering (*drop out of*) _____ school, (*hitchhike*) _____ to New York, and (*try*) _____ (*find*) _____ a job.
19. Don't forget (*tell*) _____ Sam (*call*) _____ me about (*go*) _____ (*swim*) _____ tomorrow.
20. Sally reminded me (*ask*) _____ you (*tell*) _____ Bob (*remember*) _____ (*bring*) _____ his soccer ball to the picnic.

4-7 REFERENCE LIST OF VERBS FOLLOWED BY GERUNDS

| | |
|----------------|---|
| 1. admit | He admitted stealing the money. |
| 2. advise | She advised waiting until tomorrow. |
| 3. anticipate | I anticipate having a good time on vacation. |
| 4. appreciate | I appreciated hearing from them. |
| 5. avoid | He avoided answering my question. |
| 6. complete | I finally completed writing my term paper. |
| 7. consider | I will consider going with you. |
| 8. delay | He delayed leaving for school. |
| 9. deny | She denied committing the crime. |
| 10. discuss | They discussed opening a new business. |
| 11. dislike | I dislike driving long distances. |
| 12. enjoy | We enjoyed visiting them. |
| 13. finish | She finished studying about ten. |
| 14. forget | I'll never forget visiting Napoleon's tomb. |
| 15. can't help | I can't help worrying about it. |
| 16. keep | I keep hoping he will come. |
| 17. mention | She mentioned going to a movie. |
| 18. mind | Would you mind helping me with this? |
| 19. miss | I miss being with my family. |
| 20. postpone | Let's postpone leaving until tomorrow. |
| 21. practice | The athlete practiced throwing the ball. |
| 22. quit | He quit trying to solve the problem. |
| 23. recall | I don't recall meeting him before. |
| 24. recollect | I don't recollect meeting him before. |
| 25. recommend | She recommended seeing the show. |
| 26. regret | I regret telling him my secret. |
| 27. remember | I can remember meeting him when I was a child. |
| 28. resent | I resent her interfering in my business. |
| 29. resist | I couldn't resist eating the dessert. |
| 30. risk | She risks losing all of her money. |
| 31. stop | She stopped going to classes when she got sick. |
| 32. suggest | She suggested going to a movie. |
| 33. tolerate | She won't tolerate cheating during an examination. |
| 34. understand | I don't understand his leaving school. |

4-8 REFERENCE LIST OF VERBS FOLLOWED BY INFINITIVES

| | |
|---|---|
| A. VERBS FOLLOWED IMMEDIATELY BY AN INFINITIVE | |
| 1. afford | I can't afford to buy it. |
| 2. agree | They agreed to help us. |
| 3. appear | She appears to be tired. |
| 4. arrange | I'll arrange to meet you at the airport. |
| 5. ask | He asked to come with us. |
| 6. beg | He begged to come with us. |
| 7. care | I don't care to see that show. |
| 8. claim | She claims to know a famous movie star. |
| 9. consent | She finally consented to marry him. |

(continued)

| | |
|----------------------|--|
| 10. <i>decide</i> | I have decided to leave on Monday. |
| 11. <i>demand</i> | I demand to know who is responsible. |
| 12. <i>deserve</i> | She deserves to win the prize. |
| 13. <i>expect</i> | I expect to enter graduate school in the fall. |
| 14. <i>fail</i> | She failed to return the book to the library on time. |
| 15. <i>forget</i> | I forgot to mail the letter. |
| 16. <i>hesitate</i> | Don't hesitate to ask for my help. |
| 17. <i>hope</i> | Jack hopes to arrive next week. |
| 18. <i>learn</i> | He learned to play the piano. |
| 19. <i>manage</i> | She managed to finish her work early. |
| 20. <i>mean</i> | I didn't mean to hurt your feelings. |
| 21. <i>need</i> | I need to have your opinion. |
| 22. <i>offer</i> | They offered to help us. |
| 23. <i>plan</i> | I am planning to have a party. |
| 24. <i>prepare</i> | We prepared to welcome them. |
| 25. <i>pretend</i> | He pretends not to understand . |
| 26. <i>promise</i> | I promise not to be late. |
| 27. <i>refuse</i> | I refuse to believe his story. |
| 28. <i>regret</i> | I regret to tell you that you failed. |
| 29. <i>remember</i> | I remembered to lock the door. |
| 30. <i>seem</i> | That cat seems to be friendly. |
| 31. <i>struggle</i> | I struggled to stay awake. |
| 32. <i>swear</i> | She swore to tell the truth. |
| 33. <i>threaten</i> | She threatened to tell my parents. |
| 34. <i>volunteer</i> | He volunteered to help us. |
| 35. <i>wait</i> | I will wait to hear from you. |
| 36. <i>want</i> | I want to tell you something. |
| 37. <i>wish</i> | She wishes to come with us. |

B. VERBS FOLLOWED BY A (PRO)NOUN + AN INFINITIVE

| | |
|----------------------|--|
| 38. <i>advise</i> | She advised me to wait until tomorrow. |
| 39. <i>allow</i> | She allowed me to use her car. |
| 40. <i>ask</i> | I asked John to help us. |
| 41. <i>beg</i> | They begged us to come . |
| 42. <i>cause</i> | Her laziness caused her to fail . |
| 43. <i>challenge</i> | She challenged me to race her to the corner. |
| 44. <i>convince</i> | I couldn't convince him to accept our help. |
| 45. <i>dare</i> | He dared me to do better than he had done. |
| 46. <i>encourage</i> | He encouraged me to try again. |
| 47. <i>expect</i> | I expect you to be on time. |
| 48. <i>forbid</i> | I forbid you to tell him. |
| 49. <i>force</i> | They forced him to tell the truth. |
| 50. <i>hire</i> | She hired a boy to mow the lawn. |
| 51. <i>instruct</i> | He instructed them to be careful . |
| 52. <i>invite</i> | Harry invited the Johnsons to come to his party. |
| 53. <i>need</i> | We needed Chris to help us figure out the solution. |
| 54. <i>order</i> | The judge ordered me to pay a fine. |
| 55. <i>permit</i> | He permitted the children to stay up late. |
| 56. <i>persuade</i> | I persuaded him to come for a visit. |
| 57. <i>remind</i> | She reminded me to lock the door. |
| 58. <i>require</i> | Our teacher requires us to be on time. |
| 59. <i>teach</i> | My brother taught me to swim . |
| 60. <i>tell</i> | The doctor told me to take these pills. |
| 61. <i>urge</i> | I urged her to apply for the job. |
| 62. <i>want</i> | I want you to be happy. |
| 63. <i>warn</i> | I warned you not to drive too fast. |

☐ **EXERCISE 16—ORAL (BOOKS CLOSED):** Complete the sentence with *doing it* or *to do it*.

Example: I promise

Response: . . . to do it.

- | | |
|--------------------------------|----------------------------------|
| 1. I enjoyed | 21. They offered |
| 2. I can't afford | 22. When will you finish |
| 3. She didn't allow me | 23. Did you practice |
| 4. We plan | 24. She agreed |
| 5. Please remind me | 25. Keep |
| 6. I am considering | 26. Stop |
| 7. They postponed | 27. I didn't force him |
| 8. He persuaded me | 28. I couldn't resist |
| 9. I don't mind | 29. How did he manage |
| 10. He avoided | 30. He admitted |
| 11. I refused | 31. He denied |
| 12. I hope | 32. I didn't mean |
| 13. She convinced me | 33. She swore |
| 14. He mentioned | 34. I volunteered |
| 15. I expect | 35. He suggested |
| 16. I encouraged him | 36. He advised me |
| 17. I warned him not | 37. He struggled |
| 18. We prepared | 38. I don't want to risk |
| 19. I don't recall | 39. He recommended |
| 20. We decided | 40. I miss |

(To the teacher: Repeat the exercise by having the students complete the sentences with their own words.)

☐ **EXERCISE 17:** Complete the sentences with the correct form, gerund or infinitive, of the words in parentheses.

1. Margaret challenged me (*race*) _____ her across the pool.
2. David volunteered (*bring*) _____ some food to the reception.
3. The students practiced (*pronounce*) _____ the "th" sound in the phrase "these thirty-three dirty trees."
4. In the fairy tale, the wolf threatened (*eat*) _____ a girl named Little Red Riding Hood.

5. Susie! How many times do I have to remind you (*hang up*) _____
_____ your coat when you get home from school?
6. The horses struggled (*pull*) _____ the wagon out of the mud.
7. Janice demanded (*know*) _____ why she had been fired.
8. My skin can't tolerate (*be*) _____ in the sun all day long. I
get sunburned easily.
9. I avoided (*tell*) _____ Mary the truth because I knew she
would be angry.
10. Fred Washington claims (*be*) _____ a descendant of
George Washington.
11. Alex broke the antique vase. I'm sure he didn't mean (*do*) _____
it.
12. I urged Al (*return*) _____ to school and (*finish*) _____
_____ his education.
13. Mrs. Freeman can't help (*worry*) _____ about her
children.
14. Children, I forbid you (*play*) _____ in the street. There's
too much traffic.
15. My little cousin is a blabbermouth! He can't resist (*tell*) _____
everyone my secrets!
16. I appreciate your (*take*) _____ the time to help me.
17. I can't afford (*buy*) _____ a new car.
18. Ted managed (*change*) _____ my mind.
19. I think Sam deserves (*have*) _____ another chance.
20. Julie finally admitted (*be*) _____ responsible for the
problem.
21. I don't recall ever (*hear*) _____ you mention his name
before.
22. She keeps (*promise*) _____ (*visit*) _____
us, but she never does.

23. He keeps (*hope*) _____ and (*pray*) _____
that things will get better.
24. I finally managed (*persuade*) _____ Jane (*stay*)
_____ in school and (*finish*) _____ her
degree.

4-9 USING GERUNDS AS SUBJECTS; USING *IT* + INFINITIVE

| | |
|---|---|
| (a) <i>Riding</i> with a careless driver is dangerous. | A gerund is frequently used as the subject of a sentence, as in (a). |
| (b) <i>To ride</i> with a careless driver is dangerous. (c) <i>It</i> is dangerous <i>to ride</i> with a careless driver. | Sometimes an infinitive is used as the subject of a sentence, as in (b). However, an infinitive is more commonly used with <i>it</i> , as in (c). The word <i>it</i> refers to and has the same meaning as the infinitive phrase at the end of the sentence.* |

*Sometimes a gerund is used with *it* when the speaker is talking about a particular situation and wants to give the idea of “while”: *Tom was drunk. It was dangerous riding with him.* = *We were in danger while we were riding with him.*

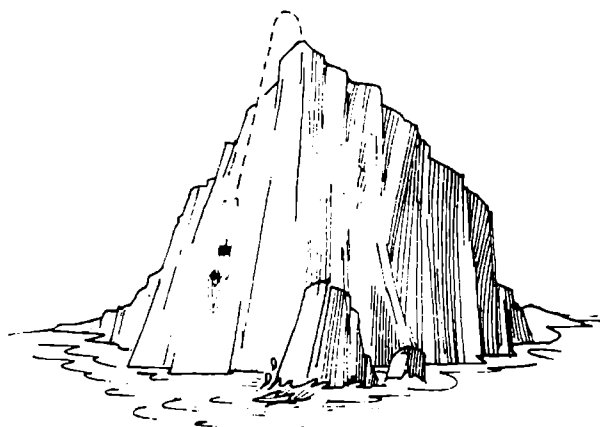
☐ EXERCISE 18—ORAL: Complete the sentences. Use gerund phrases as subjects.

- ... isn't easy. → *Climbing to the top of a mountain isn't easy.*
- ... is hard.
- ... is usually a lot of fun.
- ... is boring.
- ... can be interesting.
- ... was a good experience.
- Does ... sound like fun to you?
- ... is considered impolite in my country.

☐ EXERCISE 19—ORAL: Restate the sentences by changing a sentence with a gerund as the subject to a sentence with *it* + an infinitive phrase, and vice-versa.

- Teasing animals is cruel. → *It is cruel to tease animals.*
- It wasn't difficult to find their house. → *Finding their house wasn't difficult.*
- Voting in every election is important.
- It was exciting to meet the king and queen.
- Hearing the other side of the story would be interesting.
- It is unusual to see Joan awake early in the morning.
- If you know how, it is easy to float in water for a long time.

8. Mastering a second language takes time and patience.
9. Driving to Atlanta will take us ten hours.
10. It takes courage to dive into the sea from a high cliff.



□ **EXERCISE 20—ORAL:** **STUDENT A:** Complete the sentence with an infinitive phrase.
STUDENT B: Give a sentence with the same meaning by using a gerund phrase as the subject.

- | | |
|----------------------------------|-----------------------------------|
| 1. It is fun | 5. It is important |
| A: . . . to ride a horse. | 6. It is wrong |
| B: <i>Riding a horse is fun.</i> | 7. It takes a lot of time |
| 2. It's dangerous | 8. It's a good idea |
| 3. It's easy | 9. Is it difficult . . . ? |
| 4. It's impolite | |

□ **EXERCISE 21—ORAL:** The phrase “for (someone)” may precede an infinitive to identify exactly who the speaker is talking about. Add “for (someone)” to the following sentences and any other words to give a more specific meaning.

1. It's important to take advanced math courses. → *It's important for science students to take advanced math courses.*
2. It isn't possible to be on time. → *It isn't possible for me to be on time to class if the bus drivers are on strike and I have to walk to class in a rainstorm.*
3. It's easy to speak Spanish.
4. It's important to learn English.
5. It's unusual to be late.
6. It is essential to get a visa.
7. It is dangerous to play with matches.
8. It's difficult to communicate.
9. It was impossible to come to class.
10. It is a good idea to study gerunds and infinitives.

4-10 INFINITIVE OF PURPOSE: IN ORDER TO

| | |
|---|--|
| (a) He came here in order to study English. (b) He came here to study English. | In order to is used to express <i>purpose</i> . It answers the question "Why?" In order is often omitted, as in (b). |
| (c) INCORRECT : He came here <i>for studying</i> English. (d) INCORRECT : He came here <i>for to study</i> English. (e) INCORRECT : He came here <i>for study</i> English. | To express purpose, use (in order) to not for , with a verb.* |
| (f) I went to the store for some bread . (g) I went to the store to buy some bread . | For is sometimes used to express purpose, but it is a preposition and is followed by a noun object, as in (f). |

*Exception: The phrase **be used for** expresses the typical or general purpose of a thing. In this case, the preposition **for** is followed by a gerund: A saw **is used for cutting** wood. Also possible: A saw **is used to cut** wood. However, to talk about a particular thing and a particular situation, **be used + an infinitive** is used: A chain saw **was used to cut** down the old oak tree. (**INCORRECT**: A chain saw was used *for cutting* down the old oak tree.)

❑ EXERCISE 22—ERROR ANALYSIS: Correct the errors in the following.

- 1. Helen borrowed my dictionary for look up the spelling of "occurrence."
- 2. I went to the library for to study last night.
- 3. The teacher opened the window for getting some fresh air in the room.
- 4. I came to this school for learn English.
- 5. I need to get a part-time job for to earn some money for my school expenses.

❑ EXERCISE 23: Make up completions to the following. Express the *purpose* of the action.

- 1. I went to Chicago to visit my relatives.
- 2. Tom went to Chicago for a business conference.
- 3. I went to the market to _____
- 4. Mary went to the market for _____
- 5. I went to the doctor to _____
- 6. My son went to the doctor for _____

7. I swim every day to _____
8. My friend swims every day for _____
9. I drove into the service station to _____
10. They stopped at the service station for _____

4-11 ADJECTIVES FOLLOWED BY INFINITIVES

- (a) We *were sorry to hear* the bad news.
 (b) I *was surprised to see* Tim at the meeting.

Certain adjectives can be immediately followed by infinitives, as in (a) and (b). In general, these adjectives describe a person (or persons), not a thing. Many of these adjectives describe a person's feelings or attitudes.

SOME COMMON ADJECTIVES FOLLOWED BY INFINITIVES

glad to
happy to
pleased to
delighted to
content to
relieved to
lucky to
fortunate to

*sorry to**
*sad to**
*upset to**
*disappointed to**

proud to
ashamed to

ready to
prepared to
anxious to
eager to
willing to
motivated to
determined to

careful to
hesitant to
reluctant to
afraid to

*surprised to**
*amazed to**
*astonished to**
*shocked to**
*stunned to**

*The expressions with asterisks are usually followed by infinitive phrases with verbs such as *see, learn, discover, find out, hear*.

☐ EXERCISE 24: Complete the sentences with infinitives.

1. I was glad to get a letter from you.
2. I was relieved to find out that I had passed the exam.
3. Sue is lucky _____ alive after the accident.
4. The soldiers were prepared _____.
5. The children are anxious _____ to the circus.
6. Dick didn't feel like going anywhere. He was content _____ home and _____ a book.
7. The teacher is always willing _____ us.

8. The students are motivated _____ English.
9. Be careful not _____ on the icy sidewalks!
10. Tom was hesitant _____ home alone on the dark street.
11. Sally is afraid _____ home alone.
12. Ann is proud _____ the top student in her class.
13. I was surprised _____ Mr. Yamamoto at the meeting.
14. We were sorry _____ the bad news.

□ **EXERCISE 25—ORAL (BOOKS CLOSED):** Answer “yes” to the question. Use an infinitive phrase in your response.

Example: You saw your friend at the airport. Were you happy?

Response: Yes, I was happy to see my friend at the airport.

1. (. . .) has a lot of good friends. Is s/he fortunate?
2. You're leaving on vacation next week. Are you eager?
3. You met (. . .)'s brother/friend. Were you delighted?
4. You went to (*name of a faraway place in the world*) last summer. You saw (. . .) there. Were you surprised?
5. You're going to take a test tomorrow. Are you prepared?
6. You're thinking about asking (. . .) a personal question. Are you hesitant?
7. Your friend was ill. Finally you found out that she was okay. Were you relieved?
8. You heard about (. . .)'s accident. Were you sorry?

Answer the following questions in complete sentences.

9. What are you careful to do before you cross a busy street?
10. What are children sometimes afraid to do?
11. When you're tired in the evening, what are you content to do?
12. If one of your friends has a problem, what are you willing to do?
13. Sometimes when people don't know English very well, what are they reluctant to do?
14. If I announce there is a test tomorrow, what will you be motivated to do tonight?
15. What are you determined to do before you are 60 years old?
16. What are some things people should be ashamed to do?

17. Can you tell me something you were shocked to find out?/astonished to learn?
18. Can you tell me something you were disappointed to discover?/sad to hear?

4-12 USING INFINITIVES WITH **TOO** AND **ENOUGH**

| | |
|---|---|
| <p>(a) That box is too heavy for Bob to lift. COMPARE: (b) That box is very heavy, but Bob can lift it.</p> | <p>In the speaker's mind, the use of too implies a negative result. In (a): too heavy = It is <i>impossible</i> for Bob to lift that box. In (b): very heavy = It is <i>possible but difficult</i> for Bob to lift that box.</p> |
| <p>(c) I am strong enough to lift that box. I can lift it. (d) I have enough strength to lift that box. (e) I have strength enough to lift that box.</p> | <p>Enough follows an adjective, as in (c). Enough may precede a noun, as in (d), or follow a noun, as in (e).</p> |

☐ **EXERCISE 26:** Think of a negative result, and then complete the sentence with an infinitive phrase.

1. That ring is too expensive. → *Negative result: I can't buy it. That ring is too expensive for me to buy.*
2. I'm too tired. → *Negative result: I can't/don't want to go to the meeting. I'm too tired to go to the meeting.*
3. It's too late. → *Negative result: . . .*
4. It's too cold.
5. Nuclear physics is too difficult.
6. I'm too busy.
7. My son is too young.
8. The mountain cliff is too steep.

Now think of a positive result, and complete the sentence with an infinitive phrase.

9. That ring is very expensive, but it isn't too expensive. → *Positive result: I can buy it. That ring isn't too expensive for me to buy.*
10. I'm very tired, but I'm not too tired. → *Positive result: . . .*
11. My suitcase is very heavy, but it's not too heavy.
12. I'm very busy, but I'm not too busy.

□ EXERCISE 27—ORAL (BOOKS CLOSED): Answer the questions.

- 1. What is a child too young to do but an adult old enough to do?
- 2. (. . .)'s daughter is 18 months old. Is she too young or very young?
- 3. Who had a good dinner last night? Was it too good or very good?
- 4. Is it very difficult or too difficult to learn English?
- 5. After you wash your clothes, are they too clean or very clean?
- 6. Who stayed up late last night? Did you stay up too late or very late?
- 7. What is my pocket big enough to hold? What is it too small to hold?
- 8. Compare a mouse with an elephant. Is a mouse too small or very small?
- 9. What is the highest mountain in (*this country/the world*)? Is it too high or very high?
- 10. What did you have enough time/time enough to do before class today?

4-13 PASSIVE AND PAST FORMS OF INFINITIVES AND GERUNDS

| | |
|---|--|
| PASSIVE INFINITIVE: <i>to be + past participle</i> (a) I didn't expect <i>to be invited</i> to his party. | In (a): <i>to be invited</i> is passive. The understood "by phrase" is "by him": <i>I didn't expect to be invited by him.</i> |
| PASSIVE GERUND: <i>being + past participle</i> (b) I appreciated <i>being invited</i> to your home. | In (b): <i>being invited</i> is passive. The understood "by phrase" is "by you": <i>I appreciated being invited by you.</i> |
| PAST INFINITIVE: <i>to have + past participle</i> (c) The rain seems <i>to have stopped</i> . | The event expressed by a past infinitive or past gerund happened before the time of the main verb. In (c): <i>The rain seems now to have stopped a few minutes ago.*</i> |
| PAST GERUND: <i>having + past participle</i> (d) I appreciate <i>having had</i> the opportunity to meet the king. | In (d): I met the king yesterday. <i>I appreciate now having had the opportunity to meet the king yesterday.*</i> |
| PAST-PASSIVE INFINITIVE: <i>to have been + past participle</i> (e) Jane is fortunate <i>to have been given</i> a scholarship. | In (e): Jane was given a scholarship last month by her government. She is fortunate. <i>Jane is fortunate now to have been given a scholarship last month by her government.</i> |
| PAST-PASSIVE GERUND: <i>having been + past participle</i> (f) I appreciate <i>having been told</i> the news. | In (f): I was told the news yesterday by someone. I appreciate that. <i>I appreciate now having been told the news yesterday by someone.</i> |

*If the main verb is past, the action of the past infinitive or gerund happened before a time in the past:
The rain seemed to have stopped. = The rain seemed at six P.M. to have stopped before six P.M.
I appreciated having had the opportunity to meet the king. = I met the king in 1985. I appreciated in 1987 having had the opportunity to meet the king in 1985.

□ EXERCISE 28: Supply an appropriate form for each verb in parentheses.

1. I don't enjoy (*laugh*) being laughed at by other people.
2. I'm angry at him for (*tell, not*) not telling / not having told* me the truth.
3. It is easy (*fool*) to be fooled by his lies.
4. Jack had a narrow escape. He was almost hit by a car. He barely avoided (*hit*) _____ by the speeding automobile.
5. Sharon wants us to tell her the news as soon as we hear anything. If we find out anything about the problem, she wants (*tell*) _____ about it immediately.
6. Yesterday Anna wrote a check for fifty dollars, but when she wrote it she knew she didn't have enough money in the bank to cover it. Today she is very worried about (*write*) _____ that check. She has to find a way to put some money in her account right away.
7. A: What's the difference between "burn up" and "burn down"?
B: Hmmm. That's an interesting question. I don't recall ever (*ask*) _____ that question before.
8. Living in a foreign country has been a good experience for me. I am glad that my company sent me to another country to study. I am very pleased (*give*) _____ the opportunity to learn about another culture.
9. You must tell me the truth. I insist on (*tell*) _____ the truth.
10. Don't all of us want (*love*) _____ and (*need*) _____ by other people?
11. I enjoy (*watch*) _____ television in the evenings.
12. Dear Jim: I feel guilty about (*write, not*) _____ to you sooner, but I've been swamped with work lately.

*The past gerund is used to emphasize that the action of the gerund took place *before* that of the main verb. However, often there is little difference in meaning between a simple gerund and a past gerund.

□ EXERCISE 29: Supply an appropriate form for each verb in parentheses.

1. Martha doesn't like to have her picture taken. She avoids (*photograph*)
_____.
2. Tim was in the army during the war. He was caught by the enemy but he managed to escape. He is lucky (*escape*) _____ with his life.
3. A: It's been nice talking to you. I really have enjoyed our conversation, but I have to leave now. I'm very happy (*have*) _____ this opportunity to meet you and talk with you. Let's try to get together again soon.
B: I'd like that.
4. A: Is Ted a transfer student?
B: Yes.
A: Where did he go to school before he came here?
B: I'm not sure, but I think he mentioned something about (*go*) _____ to UCLA or USC.
5. A: You know Jim Frankenstein, don't you?
B: Jim Frankenstein? I don't think so. I don't recall ever (*meet*) _____ him.
6. A: This letter needs (*send*) _____ immediately. Will you take care of it?
B: Right away.
7. Sally is very quick. You have to tell her how to do something only once. She doesn't need (*tell*) _____ twice.
8. A: I thought Sam was sick.
B: So did I. But he seems (*recover*) _____ very quickly. He certainly doesn't seem (*be*) _____ sick now.
9. Last year I studied abroad. I appreciate (*have*) _____ the opportunity to live and study in a foreign country.

10. This year I am studying abroad. I appreciate (*have*) _____ this opportunity to live and study in a foreign country.
11. Ms. Walters complained about (*tell, not*) _____ about the meeting. In the future, she expects (*inform*) _____ of any and all meetings.

4-14 USING GERUNDS OR PASSIVE INFINITIVES FOLLOWING *NEED*

| | |
|--|---|
| (a) I need to borrow some money. (b) John needs to be told the truth. | Usually an infinitive follows need , as in (a) and (b). |
| (c) The house needs painting . (d) The house needs to be painted . | In certain situations, a gerund may follow need . In this case, the gerund carries a passive meaning. Usually the situations involve fixing or improving something. (c) and (d) have the same meaning. |

☐ **EXERCISE 30:** Supply an appropriate form for the verbs in parentheses.

- The chair is broken. I need (*fix*) _____ it. The chair needs (*fix*) _____.
- What a mess! This room needs (*clean*) _____ up. We need (*clean*) _____ it up before the company arrives.
- The baby's diaper needs (*change*) _____. It's wet.
- My shirt is wrinkled. It needs (*iron*) _____.
- There is a hole in our roof. The roof needs (*repair*) _____.
- I have books and papers all over my desk. I need (*take*) _____ some time to straighten up my desk. It needs (*straighten*) _____ up.
- The apples on the tree are ripe. They need (*pick*) _____.
- The dog needs (*wash*) _____. He's been digging in the mud.

4-15 USING A POSSESSIVE TO MODIFY A GERUND

| | |
|--|---|
| <p><i>We came to class late. Mr. Lee complained about that fact.</i></p> <p>(a) FORMAL: Mr. Lee complained about our coming to class late.*</p> <p>(b) INFORMAL: Mr. Lee complained about us coming to class late.</p> | <p>In formal English, a possessive pronoun (e.g., our) is used to modify a gerund, as in (a).</p> <p>In informal English, the object form (e.g., us) is frequently used, as in (b).</p> |
| <p>(c) FORMAL: Mr. Lee complained about Mary's coming to class late.</p> <p>(d) INFORMAL: Mr. Lee complained about Mary coming to class late.</p> | <p>In very formal English, a possessive noun (e.g., Mary's) is used to modify a gerund.</p> <p>The possessive form is often not used in informal English, as in (d).</p> |

**“Coming to class late” occurred before “Mr. Lee complained,” so a past gerund is also possible: *Mr. Lee complained about our having come to class late.*

- ☐ EXERCISE 31: Combine the following. Change “that fact” to a gerund phrase. Use formal English. Discuss informal usage.
1. Mary won a scholarship. We are excited about that fact. → We are excited about Mary's winning a scholarship.

2. He didn't want to go. I couldn't understand that fact. → I couldn't understand his not wanting to go.

3. You took the time to help us. We greatly appreciate that fact.

4. We talked about him behind his back. The boy resented that fact.

5. We didn't finish the work on time. Our boss complained about that fact.

6. You don't want to do it. I don't understand that fact.

7. Ann borrowed Sally's clothes without asking her first. Sally complained about that fact.

8. Helen is here to answer our questions about the company's new insurance plan. We should take advantage of that fact.
- ☐ EXERCISE 32: Supply an appropriate form for each verb in parentheses.
1. Alice didn't expect (ask) _____ to Bill's party.

2. I'm not accustomed to (drink) _____ coffee with my meals.

3. I'll help you with your homework as soon as I finish (wash) _____ the dishes.

4. She took a deep breath (relax) _____ herself before she got up to give her speech.

5. I'm prepared (*answer*) _____ any question that might be asked during my job interview tomorrow.
6. Matthew left without (*tell*) _____ anyone.
7. It's useless. Give up. Enough's enough. Don't keep (*beat*) _____ your head against a brick wall.



8. His (*be, not*) _____ able to come is disappointing.
9. I hope (*award*) _____ a scholarship for the coming semester.
10. We are very pleased (*accept*) _____ your invitation.
11. I have considered (*get*) _____ a part-time job (*help*) _____ pay for my school expenses.
12. It is exciting (*travel*) _____ to faraway places and (*leave*) _____ one's daily routine behind.
13. (*Help*) _____ the disadvantaged children learn how to read was a rewarding experience.
14. He wants (*like*) _____ and (*trust*) _____ by everyone.
15. I can't help (*wonder*) _____ why Larry did such a foolish thing.
16. Mr. Carson is very lucky (*choose*) _____ by the committee as their representative to the meeting in Paris.
17. (*Live*) _____ in a city has certain advantages.
18. Keep on (*do*) _____ whatever you were doing. I didn't mean (*interrupt*) _____ you.

19. It is very kind of you (*take*) _____ care of that problem for me.
20. She opened the window (*let*) _____ in some fresh air.
21. They agreed (*cooperate*) _____ with us to the fullest extent.
22. Did you remember (*turn*) _____ in your assignment?
23. I don't remember ever (*hear*) _____ that story before.
24. Does your son regret (*leave*) _____ home and (*go*) _____ to a foreign country (*study*) _____?
25. I appreciate your (*ask*) _____ my opinion on the matter.
26. You should stop (*drive*) _____ if you get sleepy. It's dangerous (*drive*) _____ when you're not alert.
27. After driving for three hours, we stopped (*get*) _____ something to eat.
28. Please forgive me for (*be, not*) _____ here to help you yesterday.

4-16 USING VERBS OF PERCEPTION

| | | | | | | | | | | | | | | | | | | | | | |
|--|---|-------------|--------------|-------------|--------------|---------------|------------------|--|--|--------------|--|--|--|----------------|--|--|--|----------------|--|--|--|
| <p>(a) I saw my friend run down the street.</p> <p>(b) I saw my friend running down the street.</p> <p>(c) I heard the rain fall on the roof.</p> <p>(d) I heard the rain falling on the roof.</p> | <p>Certain verbs of perception are followed by either the <i>simple form</i>* or the <i>-ing form</i>** of a verb. There is usually little difference in meaning between the two forms except that the <i>-ing</i> form usually gives the idea of "while." In (b): I saw my friend while she was running down the street.</p> | | | | | | | | | | | | | | | | | | | | |
| <p>(e) I heard a famous opera star sing at the concert last night.</p> <p>(f) When I walked into the apartment, I heard my roommate singing in the shower.</p> | <p>Sometimes (not always) there is a clear difference between using the simple form or the <i>-ing</i> form. In (e): I heard the singing from beginning to end. In (f): The singing was in progress when I heard it.</p> | | | | | | | | | | | | | | | | | | | | |
| <p>VERBS OF PERCEPTION FOLLOWED BY THE SIMPLE FORM OR THE -ING FORM</p> <table><tr><td><i>see</i></td><td><i>hear</i></td><td><i>feel</i></td><td><i>smell</i></td></tr><tr><td><i>notice</i></td><td><i>listen to</i></td><td></td><td></td></tr><tr><td><i>watch</i></td><td></td><td></td><td></td></tr><tr><td><i>look at</i></td><td></td><td></td><td></td></tr><tr><td><i>observe</i></td><td></td><td></td><td></td></tr></table> | | <i>see</i> | <i>hear</i> | <i>feel</i> | <i>smell</i> | <i>notice</i> | <i>listen to</i> | | | <i>watch</i> | | | | <i>look at</i> | | | | <i>observe</i> | | | |
| <i>see</i> | <i>hear</i> | <i>feel</i> | <i>smell</i> | | | | | | | | | | | | | | | | | | |
| <i>notice</i> | <i>listen to</i> | | | | | | | | | | | | | | | | | | | | |
| <i>watch</i> | | | | | | | | | | | | | | | | | | | | | |
| <i>look at</i> | | | | | | | | | | | | | | | | | | | | | |
| <i>observe</i> | | | | | | | | | | | | | | | | | | | | | |

*The simple form of a verb = the infinitive form without "to." **INCORRECT:** I saw my friend to run down the street.

**The *-ing* form refers to the present participle.

□ **EXERCISE 33:** Complete the sentences with the words in the list. Use both possible forms.

✓ *chase*
come
knock

land
look at
ring

shake
sing
take off

1. When I was downtown yesterday, I saw the police chase/chasing a thief.
2. There was an earthquake in my hometown last year. It was just a small one, but I could feel the ground _____.
3. Polly was working in her garden, so she didn't hear the phone _____.
4. I like to listen to the birds _____ when I get up early in the morning.
5. The guard observed a suspicious-looking person _____ into the bank.
6. I was almost asleep last night when I suddenly heard someone _____ on the door.
7. Did you notice Max _____ another student's paper during the exam?
8. While I was waiting for my plane, I watched other planes _____ and _____.

In the following, choose the more appropriate form (either simple or -ing) of the verbs in parentheses.

9. Last weekend I went to my daughter's soccer game. I enjoyed watching the children play soccer. (*play*)
10. When I walked past the park, I saw some children playing baseball. (*play*)
11. Do you see Mary _____ up the street? Isn't that her, the woman in the red dress? (*walk*)
12. I remember it distinctly. At 5:30 yesterday afternoon, I saw Jim _____ to his car, _____ the door, and _____. (*walk, open, get in*)

13. When I glanced out the window, I saw Jack _____ toward my house. (*walk*)
14. Do you hear someone _____ for help in the distance? I do. (*call*)
15. When I heard the principal of the school _____ my name at the graduation ceremony, I walked to the front of the auditorium to receive my diploma. (*call*)
16. Last night while I was trying to fall asleep, I could hear the people in the next apartment _____ and _____. (*sing, laugh*)
17. Do you smell something _____? (*burn*)
18. As soon as I saw the fly _____ on the table, I swatted it with a rolled up newspaper. (*land*)

4-17 USING THE SIMPLE FORM AFTER **LET AND HELP**

| | |
|---|---|
| (a) My father let me drive his car. (b) I let my friend borrow my bicycle. | Let is always followed by the simple form of a verb, not an infinitive. <i>(INCORRECT: My father let me to drive his car.)</i> |
| (c) My brother helped me wash my car. (d) My brother helped me to wash my car. | Help is often followed by the simple form of a verb, as in (c). An infinitive is also possible, as in (d). Both (c) and (d) are correct. |

☐ **EXERCISE 34:** Complete the sentences with verb phrases.

1. Don't let me forget to take my keys to the house with me.
2. The teacher usually lets us _____
3. Why did you let your roommate _____
4. You shouldn't let other people _____
5. A stranger helped the lost child _____
6. It was very kind of my friend to help me _____
7. Keep working. Don't let me _____
8. Could you help me _____

4-18 USING CAUSATIVE VERBS: *MAKE, HAVE, GET*

| | |
|---|--|
| <p>(a) I made my brother carry my suitcase.</p> <p>(b) I had my brother carry my suitcase.</p> <p>(c) I got my brother to carry my suitcase.</p> <p>FORM:</p> <p>X makes Y do something. (simple form)</p> <p>X has Y do something. (simple form)</p> <p>X gets Y to do something. (infinitive)</p> | <p>Make, have, and get can be used to express the idea that “X” causes “Y” to do something. When they are used as causative verbs, their meanings are similar but not identical. In (a): My brother had no choice. I insisted that he carry my suitcase. In (b): My brother carried my suitcase simply because I asked him to. In (c): I managed to persuade my brother to carry my suitcase.</p> |
| <p>(d) Mrs. Lee made her son clean his room.</p> <p>(e) Sad movies make me cry.</p> | <p>Causative make is followed by the simple form of a verb, not an infinitive. (<i>INCORRECT: She made him to clean his room.</i>) Make gives the idea that “X” forces “Y” to do something. In (d): Mrs. Lee’s son had no choice.</p> |
| <p>(f) I had the plumber repair the leak.</p> <p>(g) Jane had the waiter bring her some tea.</p> | <p>Causative have is followed by the simple form of a verb, not an infinitive. (<i>INCORRECT: I had him to repair the leak.</i>) Have gives the idea that “X” requests “Y” to do something. In (f): The plumber repaired the leak because I asked him to.</p> |
| <p>(h) The students got the teacher to dismiss class early.</p> <p>(i) Jack got his friends to play soccer with him after school.</p> | <p>Causative get is followed by an infinitive. Get gives the idea that “X” persuades “Y” to do something. In (h): The students managed to persuade the teacher to let them leave early.</p> |
| <p>(j) I had my watch repaired (by someone).</p> <p>(k) I got my watch repaired (by someone).</p> | <p>The past participle is used after have and get to give a passive meaning. In this case, there is usually little or no difference in meaning between have and get. In (j) and (k): I caused my watch to be repaired by someone.</p> |

☐ EXERCISE 35: Complete the sentences with the words in parentheses.

- 1. The doctor made the patient _____ *stay* _____ in bed. (*stay*)
- 2. Mrs. Crane had her house _____ *painted* _____. (*paint*)
- 3. The teacher had the class _____ a 2000-word research paper. (*write*)
- 4. I made my son _____ the windows before he could go outside to play. (*wash*)
- 5. Don got some kids in the neighborhood _____ out his garage. (*clean*)
- 6. I went to the bank to have a check _____. (*cash*)

7. Tom had a bad headache yesterday, so he got his twin brother Tim _____ to class for him. The teacher didn't know the difference. (*go*)
8. When Scott went shopping, he found a jacket that he really liked. After he had the sleeves _____, it fit him perfectly. (*shorten*)
9. My boss made me _____ my report because he wasn't satisfied with it. (*redo*)
10. Alice stopped at the service station to have the tank _____. (*fill*)
11. I got Mary _____ me some money so I could go to a movie last night. (*lend*)
12. Mr. Fields went to a doctor to have the wart on his nose _____. (*remove*)
13. Peeling onions always makes me _____. (*cry*)
14. Tom Sawyer was supposed to paint the fence, but he didn't want to do it. He was a very clever boy. Somehow he got his friends _____ it for him. (*do*)
15. We had a professional photographer _____ pictures of everyone who participated in our wedding. (*take*)
- ▶ 16. I spilled some tomato sauce on my suit coat. Now I need to get my suit _____. (*clean*)



☐ **EXERCISE 36:** Complete the sentences with verb phrases.

1. I got my friend _____ *to translate a letter for me.*
2. Sometimes parents make their children _____
3. When I'm at a restaurant, I sometimes have the waiter _____
4. Many people take their cars to service stations to get the oil _____
5. Teachers sometimes have their students _____
6. I'm more than willing to help you _____
7. Before I left on my trip, I had the travel agent _____
8. My cousin's jokes always make me _____

9. When I was a child, my parents wouldn't let me _____
10. We finally got our landlady _____

4-19 SPECIAL EXPRESSIONS FOLLOWED BY THE -ING FORM OF A VERB

| | |
|--|--|
| <p>(a) We <i>had fun</i> We <i>had a good time</i> } <i>playing</i> volleyball.</p> <p>(b) I <i>had trouble</i> I <i>had difficulty</i> I <i>had a hard time</i> I <i>had a difficult time</i> } <i>finding</i> his house.</p> | <p><i>have fun</i> + -ing <i>have a good time</i> + -ing <i>have trouble</i> + -ing <i>have difficulty</i> + -ing <i>have a hard time</i> + -ing <i>have a difficult time</i> + -ing</p> |
| <p>(c) Sam <i>spends</i> most of his time <i>studying</i>. (d) I <i>waste</i> a lot of time <i>watching</i> TV.</p> | <p><i>spend</i> + expression of time or money + -ing <i>waste</i> + expression of time or money + -ing</p> |
| <p>(e) She <i>sat</i> at her desk <i>writing</i> a letter. (f) I <i>stood</i> there <i>wondering</i> what to do next. (g) He <i>is lying</i> in bed <i>reading</i> a novel.</p> | <p><i>sit</i> + expression of place + -ing <i>stand</i> + expression of place + -ing <i>lie</i> + expression of place + -ing</p> |
| <p>(h) When I walked into my office, I <i>found</i> George <i>using</i> my telephone. (i) When I walked into my office, I <i>caught</i> a thief <i>looking</i> through my desk drawers.</p> | <p><i>find</i> + (pro)noun + -ing <i>catch</i> + (pro)noun + -ing In (h) and (i): Both <i>find</i> and <i>catch</i> mean <i>discover</i>. <i>Catch</i> expresses anger or displeasure.</p> |

☐ EXERCISE 37: Complete the following.

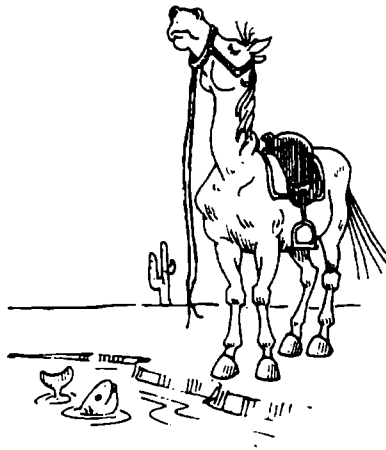
- We had a lot of fun playing games at the picnic.
- I have trouble _____ Mrs. Maxwell when she speaks. She talks too fast.
- I spent five hours _____ my homework last night.
- Martha is standing at the corner _____ for the bus.
- Michael is sitting in class _____ notes.
- Ms. Anderson is a commuter. Every work day, she spends almost two hours _____ to and from work.
- It was a beautiful spring day. Dorothy was lying under a tree _____ to the birds sing.
- We wasted our money _____ to that movie. It was very boring.

9. Joe spent all day _____ ready to leave on vacation.
10. Ted is an indecisive person. He has a hard time _____ up his mind about anything.
11. I wondered what the children were doing while I was gone. When I got home, I found them _____ TV.
12. When Mr. Brown walked into the kitchen, he caught the children _____ some candy even though he'd told them not to spoil their dinners.
13. A: My friend is going to Germany next month, but he doesn't speak German. What do you suppose he will have difficulty _____?
B: Well, he might have trouble _____.
14. A: Did you enjoy your trip to New York City?
B: Very much. We had a good time _____.
15. A: This is your first semester at this school. Have you had any problems?
B: Not really, but sometimes I have a hard time _____.
16. A: What did you do yesterday?
B: I spent almost all day _____.

☐ **EXERCISE 38:** Supply an appropriate form for each verb in parentheses.

1. Edward stood on the beach (*look*) _____ out over the ocean.
2. Why don't you let him (*make*) _____ up his own mind?
3. Jean sat on a park bench (*watch*) _____ the ducks (*swim*) _____ in the pond.
4. They refused (*pay*) _____ their taxes, so they were sent to jail.
5. It is foolish (*ignore*) _____ physical ailments.
6. Sara is going to spend next year (*study*) _____ at a university in Japan.
7. The sad expression on his face made me (*feel*) _____ sorry for him.

8. I didn't know how to get to Harry's house, so I had him (*draw*) _____ a map for me.
9. Barbara has a wonderful sense of humor. She can always make me (*laugh*) _____.
10. The little boy had a lot of trouble (*convince*) _____ anyone that he had seen a mermaid.
11. The teacher had the class (*open*) _____ their books to page 185.
12. It was a hot day and the work was hard. I could feel sweat (*trickle*) _____ down my back.
13. I went to the pharmacy to have my prescription (*fill*) _____.
14. Mr. Flynn is good at (*tell*) _____ the difference between diamonds and cut glass.
15. Many people think Mr. Peel will win the election. He has a good chance of (*elect*) _____.
16. I found a penny (*lie*) _____ on the sidewalk.
17. My cousins helped me (*move*) _____ into my new apartment.
18. I was tired, so I just watched them (*play*) _____ volleyball instead of (*join*) _____ them.
19. You can lead a horse to water, but you can't make him (*drink*) _____.



20. You shouldn't let children (*play*) _____ with matches.
21. I finally told him (*be*) _____ quiet for a minute and (*listen*) _____ to what I had to say.
22. Irene was lying in bed (*think*) _____ about what a wonderful time she'd had.
23. When Shelley needed a passport photo, she had her picture (*take*) _____ by a professional photographer.
24. If you hear any news, I want (*tell*) _____ immediately.
25. Let's (*have*) _____ Ron and Maureen (*join*) _____ us for dinner tonight, okay?
26. There's a great difference between (*be*) _____ a freshman and (*be*) _____ a senior.
27. My English is pretty good, but sometimes I have trouble (*understand*) _____ lectures at school.
28. The illogic of his statements made me (*tear*) _____ my hair out.
29. Recently Jo has been spending most of her time (*do*) _____ research for a book on pioneer women.
30. I was getting sleepy, so I had my friend (*drive*) _____ the car.

☐ **EXERCISE 39:** Supply an appropriate form for each verb in parentheses.

1. Jason wouldn't let them (*take*) _____ his picture.
2. I couldn't understand what the passage said, so I had my friend (*translate*) _____ it for me.
3. No, that's not what I meant (*say*) _____. How can I make you (*understand*) _____?
4. I have finally assembled enough information (*begin*) _____ writing my thesis.
5. It's a serious problem. Something needs (*do*) _____ about it soon.

6. I was terribly disappointed (*discover*) _____ that he had lied to me.
7. I had the operator (*put*) _____ the call through for me.
8. No one could make Ted (*feel*) _____ afraid. He refused (*intimidate*) _____ by anyone.
9. I don't see how she can possibly avoid (*fail*) _____ the course.
10. Do something! Don't just sit there (*twiddle*) _____ your thumbs.
11. Emily stopped her car (*let*) _____ a black cat (*run*) _____ across the street.
12. He's a terrific soccer player! Did you see him (*make*) _____ that last goal?
13. We spent the entire class period (*talk*) _____ about English literature.
14. Karen got along very well in France despite not (*be*) _____ able to speak French.
15. Mary Beth suggested (*go*) _____ on a picnic.
16. I don't like (*force*) _____ (*leave*) _____ the room (*study*) _____ whenever my roommate feels like (*have*) _____ a party.
17. He's at an awkward age. He's old enough (*have*) _____ adult problems but too young (*know*) _____ how (*handle*) _____ them.
18. (*Look*) _____ at the car after the accident made him (*realize*) _____ that he was indeed lucky (*be*) _____ alive.
19. We sat in his kitchen (*sip*) _____ very hot, strong tea and (*eat*) _____ chunks of hard cheese.
20. I admit (*be*) _____ a little nervous about the job interview. I don't know what (*expect*) _____.



21. I'm tired. I wouldn't mind just (*stay*) _____ home tonight and (*get*) _____ to bed early.
22. It is the ancient task of the best artists among us (*force*) _____ us (*use*) _____ our ability (*feel*) _____ and (*share*) _____ emotions.
23. Please speak softly. My roommate is in the other room (*sleep*) _____.
24. I don't anticipate (*have*) _____ any difficulties (*adjust*) _____ to a different culture when I go abroad.
25. Isabel expected (*admit*) _____ to the university, but she wasn't.
26. When Franco went to the barber shop (*get*) _____ his hair (*cut*) _____, he had his beard (*trim*) _____, too.

☐ **EXERCISE 40—ERROR ANALYSIS:** Find and correct the errors in the following.

Example: I am considering to go to a show tonight.

Correction: I am considering **going** to a show tonight.

1. My parents made me to promise to write them once a week.
2. I don't mind to have a roommate.
3. Most students want return home as soon as possible.
4. When I went to shopping last Saturday, I saw a man to drive his car onto the sidewalk.
5. I asked my roommate to let me to use his shoe polish.
6. To learn about another country it is very interesting.
7. I don't enjoy to play card games.
8. I heard a car door to open and closing.
9. I had my friend to lend me his car.
10. I tried very hard to don't make any mistakes.
11. You should visit my country. It is too beautiful.
12. The music director tapped his baton for beginning the rehearsal.
13. Some people prefer save there money to spend it.

14. The task of find a person who could help us wasn't difficult.
15. All of us needed to went to the cashier's window.
16. I am looking forward to go to swim in the ocean.
17. When your planting a garden, it's important to be known about soils.
18. My mother always make me to be slow down if she think I am driving to fast.
19. One of our fights ended up with me having to sent to the hospital for getting stitches.

☐ **EXERCISE 41—WRITTEN:** Following are composition topics.

1. Write about your first day or week here (in this city/at this school/etc.). Did you have any unusual, funny, or difficult experiences? What were your first impressions and reactions? Whom did you meet?
2. Write about your childhood. What are some of the pleasant memories you have of your childhood? Do you have any unpleasant memories?
3. Whom do you like to spend some of your free time with? What do you enjoy doing together? Include an interesting experience the two of you have had.

☐ **EXERCISE 42—PHRASAL VERBS:** Supply appropriate prepositions. All of the sentences contain two-word verbs.

1. A: I think we should increase the membership dues from one dollar to two.
B: That might solve some of our financial problems. Why don't you bring that _____ at the next meeting?
2. A: Did you hand _____ your composition?
B: No. I didn't like it, so I decided to do it _____.
3. A: What time did you get _____ this morning?
B: I slept late. I didn't drag myself out of bed until after nine.
4. A: What's the baby's name?
B: Helen. She was named _____ her paternal grandmother.
5. A: I need to get more exercise.
B: Why don't you take _____ tennis?
6. A: You can't go in there.
B: Why not?
A: Look at that sign. It says, "Keep _____. No trespassing."

7. A: I can't reach Fred. There's a busy signal.
B: Then hang _____ and try again later.
8. A: The radio is too loud. Would you mind if I turned it _____ a little?
B: No.
9. A: I can't hear the radio. Could you turn it _____ a little?
B: Sure.
10. A: What are you doing Saturday night, Bob?
B: I'm taking Virginia _____ for dinner and a show.



APPENDIX 1

Supplementary Grammar Units

- UNIT A: Basic Grammar Terminology
UNIT B: Questions
UNIT C: Negatives
UNIT D: Articles

UNIT A: Basic Grammar Terminology

A-1 SUBJECTS, VERBS, AND OBJECTS

| | |
|--|--|
| <p>S V (a) <i>Birds fly.</i> (NOUN) (VERB)</p> | <p>Almost all English sentences contain a subject (S) and a verb (V). The verb may or may not be followed by an object (O).</p> |
| <p>S V (b) The <i>baby cried.</i> (NOUN) (VERB)</p> | <p>VERBS: Verbs that are not followed by an object, as in (a) and (b), are called <i>intransitive verbs</i>. Common intransitive verbs: <i>agree, arrive, come, cry, exist, go, happen, live, occur, rain, rise, sleep, stay, walk</i>.</p> |
| <p>S V O (c) The <i>student needs</i> a <i>pen.</i> (NOUN) (VERB) (NOUN)</p> | <p>Verbs that are followed by an object, as in (c) and (d), are called <i>transitive verbs</i>. Common transitive verbs: <i>build, cut, find, like, make, need, send, use, want</i>.</p> |
| <p>S V O (d) My <i>friend enjoyed</i> the <i>party.</i> (NOUN) (VERB) (NOUN)</p> | <p>Some verbs can be either intransitive or transitive. <i>intransitive: A student studies.</i> <i>transitive: A student studies books.</i></p> |
| | <p>SUBJECTS AND OBJECTS: The subjects and objects of verbs are nouns (or pronouns). Examples of nouns: <i>person, place, thing, John, Asia, pen, information, appearance, amusement</i>.</p> |

A-2 PREPOSITIONS AND PREPOSITIONAL PHRASES

| COMMON PREPOSITIONS | | | | |
|---------------------|---------|---------|------------|-----------|
| about | before | despite | of | to |
| above | behind | down | off | toward(s) |
| across | below | during | on | under |
| after | beneath | for | out | until |
| against | beside | from | over | up |
| along | besides | in | since | upon |
| among | between | into | through | with |
| around | beyond | like | throughout | within |
| at | by | near | till | without |

| | | | | | | | | | |
|---|---|-----------|-------------------------------|-----------|-----------|---------------------|----------------------|-------------------------------|---|
| <table><tr><td>S</td><td>V</td><td>PREP</td><td>O of PREP</td></tr><tr><td>(a)</td><td>The student studies</td><td>in</td><td><i>the library.</i> (NOUN)</td></tr></table> | S | V | PREP | O of PREP | (a) | The student studies | in | <i>the library.</i> (NOUN) | An important element of English sentences is the prepositional phrase. It consists of a preposition (PREP) and its object (O). The object of a preposition is a noun or pronoun. In (a): in the library is a prepositional phrase. |
| S | V | PREP | O of PREP | | | | | | |
| (a) | The student studies | in | <i>the library.</i> (NOUN) | | | | | | |
| <table><tr><td>S</td><td>V</td><td>O</td><td>PREP</td><td>O of PREP</td></tr><tr><td>(b)</td><td>We enjoyed the party</td><td>at</td><td><i>your house.</i> (NOUN)</td></tr></table> | S | V | O | PREP | O of PREP | (b) | We enjoyed the party | at | <i>your house.</i> (NOUN) |
| S | V | O | PREP | O of PREP | | | | | |
| (b) | We enjoyed the party | at | <i>your house.</i> (NOUN) | | | | | | |
| (c) We went <i>to the zoo</i> in the afternoon. (place) (time) | In (c): In most English sentences, "place" comes before "time." In (d): Sometimes a prepositional phrase comes at the beginning of a sentence. | | | | | | | | |
| (d) In the afternoon, we went to the zoo. | | | | | | | | | |

□ EXERCISE 1: Find the subjects (S), verbs (V), objects (O), and prepositional phrases (PP) in the following sentences.

- S V O PP
1. Jack put the letter in the mailbox.

2. The children walked to school.

3. Beethoven wrote nine symphonies.

4. Mary did her homework at the library.

5. Bells originated in Asia.

6. Chinese printers created the first paper money in the world.

A-3 ADJECTIVES

| | |
|--|--|
| (a) Mary is an <i>intelligent</i> student. (ADJECTIVE) (NOUN) | Adjectives describe nouns. In grammar, we say that adjectives modify nouns. The word <i>modify</i> means "change a little." Adjectives give a little different meaning to a noun: <i>intelligent student</i> , <i>lazy student</i> , <i>good student</i> . Examples of adjectives: <i>young</i> , <i>old</i> , <i>rich</i> , <i>poor</i> , <i>beautiful</i> , <i>brown</i> , <i>French</i> , <i>modern</i> . |
| (b) The <i>hungry</i> children ate fruit. (ADJECTIVE)(NOUN) | |
| (c) I saw some <i>beautiful</i> pictures. INCORRECT: <i>beautifuls</i> pictures | An adjective is neither singular nor plural. A final -s is never added to an adjective. |

A-4 ADVERBS

| | |
|---|---|
| <p>(a) He walks quickly. (ADVERB)</p> <p>(b) She opened the door quietly. (ADVERB)</p> | <p>Adverbs modify verbs. Often they answer the question “How?” In (a): <i>How does he walk?</i> Answer: <i>Quickly</i>.</p> <p>Adverbs are often formed by adding -ly to an adjective. <i>adjective: quick</i> <i>adverb: quickly</i></p> |
| <p>(c) I am extremely happy. (ADVERB) (ADJECTIVE)</p> | <p>Adverbs are also used to modify adjectives, i.e., to give information about adjectives, as in (c).</p> |
| <p>(d) Ann will come tomorrow. (ADVERB)</p> | <p>Adverbs are also used to express time or frequency. Examples: <i>tomorrow, today, yesterday, soon, never, usually, always, yet.</i></p> |
| <p>MIDSENTENCE ADVERBS</p> <p>(e) Ann always comes on time.</p> <p>(f) Ann is always on time.</p> <p>(g) Ann has always come on time.</p> <p>(h) <i>Does she always come</i> on time?</p> | <p>Some adverbs may occur in the middle of a sentence. Midsentence adverbs have usual positions; they</p> <p>(1) come in front of simple present and simple past verbs (except <i>be</i>), as in (e);</p> <p>(2) follow <i>be</i> (simple present and simple past), as in (f);</p> <p>(3) come between a helping verb and a main verb, as in (g).</p> <p>In a question, a midsentence adverb comes directly after the subject, as in (h).</p> |
| <p>COMMON MIDSENTENCE ADVERBS</p> <p><i>ever, always, usually, often, frequently, generally, sometimes, occasionally, seldom, rarely, hardly ever, never, not ever, already, finally, just, probably</i></p> | |

□ EXERCISE 2: Choose the correct word (*adjective* or *adverb*) in parentheses.

- 1. George is a (*careless, carelessly*) writer. He writes (*careless, carelessly*).
- 2. Frank asked me an (*easy, easily*) question. I answered it (*easy, easily*).
- 3. Sally speaks (*soft, softly*). She has a (*soft, softly*) voice.
- 4. I entered the classroom (*quiet, quietly*) because I was late.
- 5. Ali speaks English very (*good, well*). He has very (*good, well*) pronunciation.*

*The word *well* can be either an adverb or an adjective.

(a) Don *writes well*. In (a): *well* = an adverb meaning “in a good manner.” It describes how Don writes.

(b) Mary was sick, but now she *is well*. In (b): *well* = an adjective meaning “healthy, not sick.” It follows the verb *be* and describes the subject “she”; i.e., Mary is a *well person*, not a sick person.

NOTE: After the linking verb *feel*, either *good* or *well* may be used:

(c) I *feel good*.

(d) I *feel well*.

(c) and (d) have essentially the same meaning. However, *well* usually refers specifically to health, whereas *good* can refer to one’s physical and/or emotional condition.

□ **EXERCISE 3:** Identify the adjectives (**ADJ**) and adverbs (**ADV**) in the following sentences.

- ADJ**

ADV
- Jack opened the heavy door slowly.
 - Chinese jewelers carved beautiful ornaments from jade.
 - The old man carves wooden figures skillfully.
 - A busy executive usually has short conversations on the telephone.
 - The young women had a very good time at the picnic yesterday.

□ **EXERCISE 4:** Put the adverb in parentheses in its usual midsentence position.

- (*never*) Erica has seen snow. → *Erica has never seen snow.*
- (*often*) Ted studies at the library in the evening.
- (*often*) Ann is at the library in the evening, too.
- (*already*) Fred has finished studying for tomorrow’s test.
- (*seldom*) Jack is at home.
- (*always*) Does he stay there?
- (*often*) He goes into town to hang around with his buddies.
- (*always*) You should tell the truth.

A-5 THE VERB BE

| | |
|--|---|
| <div>(a) John is <i>a student</i>. (BE) (NOUN)</div> <div>(b) John is <i>intelligent</i>. (BE) (ADJECTIVE)</div> <div>(c) John was <i>at the library</i>. (BE) (PREP. PHRASE)</div> | <div>A sentence with be as the main verb has three basic patterns: In (a): be + <i>a noun</i> In (b): be + <i>an adjective</i> In (c): be + <i>a prepositional phrase</i></div> |
| <div>(d) Mary is <i>writing</i> a letter.</div> <div>(e) They were <i>listening</i> to some music.</div> <div>(f) That letter was <i>written</i> by Alice.</div> | <div>Be is also used as an auxiliary verb in progressive verb tenses and in the passive. In (d) is = <i>auxiliary</i>; writing = <i>main verb</i></div> |
| TENSE FORMS OF BE | |
| | <div>SIMPLE PRESENT</div> <div>SIMPLE PAST</div> <div>PRESENT PERFECT</div> |
| SINGULAR | <div><i>I am</i> <i>you are</i> <i>he, she, it is</i></div> <div><i>I was</i> <i>you were</i> <i>he, she, it was</i></div> <div><i>I have been</i> <i>you have been</i> <i>he, she, it has been</i></div> |
| PLURAL | <div><i>we, you, they are</i></div> <div><i>we, you, they were</i></div> <div><i>we, you, they have been</i></div> |

A-6 LINKING VERBS

| | |
|---|---|
| <p>(a) The soup smells good. (LINKING VERB) (ADJECTIVE)</p> <p>(b) This food tastes delicious.</p> <p>(c) The children feel happy.</p> <p>(d) The weather became cold.</p> | <p>Other verbs like be that may be followed immediately by an adjective are called <i>linking verbs</i>. An adjective following a linking verb describes the subject of a sentence.*</p> <p>Common verbs that may be followed by an adjective: feel, look, smell, sound, taste appear, seem become (and get, turn, grow when they mean "become")</p> |
|---|---|

- *COMPARE:
- (1) *The man looks angry.* → An adjective (**angry**) follows **look**. The adjective describes the subject (**the man**). **Look** has the meaning of "appear."
 - (2) *The man looked at me angrily.* → An adverb (**angrily**) follows **look at**. The adverb describes the action of the verb. **Look at** has the meaning of "regard, watch."

□ EXERCISE 5: Choose the correct form (*adjective or adverb*) in parentheses.

- 1. This math problem looks (*easy, easily*). I'm sure I can do it (*easy, easily*).
- 2. That chair looks (*comfortable, comfortably*).
- 3. I looked at the problem (*careful, carefully*) and then solved it.
- 4. I felt (*sad, sadly*) when I heard the news.
- 5. Susan smiled (*cheerful, cheerfully*). She seemed (*cheerful, cheerfully*).
- 6. I tasted the soup (*careful, carefully*) because it was hot. The soup tasted (*good, well*).
- 7. The room got (*quiet, quietly*) when the professor entered. The students sat (*quiet, quietly*) at their desks.
- 8. The sky grew (*dark, darkly*) as the storm approached.

A-7 PERSONAL PRONOUNS

| | SINGULAR | PLURAL | <p>A pronoun is used in place of a noun. It refers to a noun. The noun it refers to is called the <i>antecedent</i>. <i>Examples:</i> I read the book. It was good. (The pronoun "it" refers to the antecedent noun "book.") Mary said, "I drink tea." (The pronoun "I" refers to the speaker, whose name is Mary.)</p> |
|------------------|--|--|--|
| SUBJECT PRONOUNS | I you she, he, it | we you they | |
| OBJECT PRONOUNS | me you her, him, it | us you them | |

(continued)

| | | | |
|-----------------------|---|---|---|
| POSSESSIVE PRONOUNS | <i>mine</i> <i>your</i> <i>hers, his</i> | <i>ours</i> <i>yours</i> <i>theirs</i> | Possessive pronouns are not followed immediately by a noun; they stand alone. <i>Example:</i> That book is <i>mine</i> . Those are <i>yours</i> over there.* |
| POSSESSIVE ADJECTIVES | <i>my name</i> <i>your name</i> <i>her, his, its name</i> | <i>our names</i> <i>your names</i> <i>their names</i> | Possessive adjectives are followed immediately by a noun; they do not stand alone. <i>Example:</i> <i>My</i> book is here. <i>Your</i> books are over there. |

*Possessive nouns require apostrophes; e.g., That book is *Mary's*. (See Chart 5-3.) Possessive pronouns do NOT take apostrophes.

CORRECT: That book is *hers*, and those books are *theirs*.
INCORRECT: That book is *her's* and those books are *theirs'*.

☐ **EXERCISE 6:** Identify the pronouns and their antecedents in the following sentences.

- Jack has a part-time job. He works at a fast-food restaurant.
(he = a pronoun; Jack = the antecedent)
- Many monkeys don't like water, but they can swim well when they have to.
- The teacher graded the students' papers last night. She returned them during class the next day.
- The cormorant is a diving bird. It can stay under water for a long time. In some countries, it is used by fishermen to catch fish for them.
- Tom took an apple with him to school. He ate it at lunch time.

☐ **EXERCISE 7:** Choose the correct word in parentheses.

- This is (*my, mine*) umbrella. (*You, Yours*) umbrella is over there.
- This umbrella is (*my, mine*). The other one is (*your, yours*).
- Mary and Bob have (*their, theirs*) books. In other words, Mary has (*her, hers*) and Tom has his.
- A honeybee has two wings on each side of (*its, it's*) body.*
- (*Its, It's*) true that a homing pigeon will find (*its, it's*) way home even though it begins (*its, it's*) trip in unfamiliar territory.
- I have a pet. (*Its, It's*) name is Squeak. (*Its, It's*) a turtle. (*Its, It's*) been my pet for two years.

*COMPARE: *its* = a possessive adjective
it's = a contraction of *it is* or *it has*

A-8 CONTRACTIONS

| | | | |
|---|---|---|---|
| IN SPEAKING: In everyday spoken English, certain forms of <i>be</i> and auxiliary verbs are usually contracted with pronouns, nouns, and question words. | | | |
| IN WRITING: (1) In written English, contractions with pronouns are common in informal writing, but not generally acceptable in formal writing. (2) Contractions with nouns and question words are, for the most part, rarely used in writing. A few of these contractions may be found in quoted dialogue in stories or in very informal writing, such as a chatty letter to a good friend, but most of them are rarely if ever written. | | | |
| In the following, quotation marks indicate that the contraction is frequently spoken but rarely if ever written. | | | |
| | WITH PRONOUNS | WITH NOUNS | WITH QUESTION WORDS |
| am | <i>I'm</i> reading a book. | Ø | " <i>What'm</i> " I supposed to do? |
| is | <i>She's</i> studying. <i>It's</i> going to rain. | My " <i>book's</i> " on the table. <i>Mary's</i> at home. | <i>Where's</i> Sally? <i>Who's</i> that man? |
| are | <i>You're</i> working hard. <i>They're</i> waiting for us. | My " <i>books're</i> " on the table." The " <i>teachers're</i> " at a meeting. | " <i>What're</i> " you doing? " <i>Where're</i> " they going? |
| has | <i>She's</i> been here for a year. <i>It's</i> been cold lately. | My " <i>book's</i> " been stolen! <i>Sally's</i> never met him. | <i>Where's</i> Sally been living? <i>What's</i> been going on?" |
| have | <i>I've</i> finished my work. <i>They've</i> never met you. | The " <i>books've</i> " been sold. The " <i>students've</i> " finished the test." | " <i>Where've</i> " they been? " <i>How've</i> " you been? |
| had | <i>He'd</i> been waiting for us. <i>We'd</i> forgotten about it. | The " <i>books'd</i> " been sold. " <i>Mary'd</i> " never met him before. | " <i>Where'd</i> " you been before that? " <i>Who'd</i> " been there before you? |
| did | Ø | Ø | " <i>What'd</i> " you do last night? " <i>How'd</i> " you do on the test? |
| will | <i>I'll</i> come later. <i>She'll</i> help us. | The " <i>weather'll</i> " be nice tomorrow. " <i>John'll</i> " be coming soon. | " <i>Who'll</i> " be at the meeting? " <i>Where'll</i> " you be at ten? |
| would | <i>He'd</i> like to go there. <i>They'd</i> come if they could. | My " <i>friends'd</i> " come if they could. " <i>Mary'd</i> " like to go there, too. | " <i>Where'd</i> " you like to go? |

□ EXERCISE 8—ORAL: Read the sentences aloud. Practice usual contracted speech.

Example: The streets are wet. → "The streets're wet."

CONTRACTIONS WITH NOUNS:

1. My friend is here.

2. My friends are here.

3. Tom has been here since two.

4. The students have been here since one.

5. Bob had already left.

6. Bob would like to come with us.

7. Don will be here soon.
8. The window is open.

9. The windows are open.

10. Jane has never seen a ghost.

11. The boys have been there before.

12. Sally had forgotten her book.

13. Sally would forget her book if I didn't remind her to take it.

CONTRACTIONS WITH QUESTION WORDS:

- | | |
|---|--------------------------------|
| 14. Who is that woman? | 20. What did you do yesterday? |
| 15. Who are those people? | 21. Why did you stay home? |
| 16. Who has been taking care of your house? | 22. When will I see you again? |
| 17. What have you been doing? | 23. How long will you be away? |
| 18. What had you been doing before that? | 24. Where am I supposed to go? |
| 19. What would you like to do? | 25. Where did you stay? |

UNIT B: Questions

B-1 FORMS OF YES/NO AND INFORMATION QUESTIONS

A yes/no question = a question that may be answered by *yes* or *no*.

Yes/no question: Does he live in Chicago?

Answer: Yes, he does. OR No, he doesn't.

An information question = a question that asks for information by using a question word.

Information question: Where does he live?

Answer: In Chicago.

| | QUESTION WORD | AUXILIARY VERB | SUBJECT | MAIN VERB | |
|-------------------------------------|---------------|----------------|-------------|------------------|--------|
| (a) <i>She lives</i> there. | Where | <i>Does</i> | <i>she</i> | <i>live</i> | there? |
| (b) <i>They live</i> there. | Where | <i>Do</i> | <i>they</i> | <i>live</i> | there? |
| (c) <i>He lived</i> there. | Where | <i>Did</i> | <i>he</i> | <i>live</i> | there? |
| (d) <i>He is living</i> there. | Where | <i>Is</i> | <i>he</i> | <i>living</i> | there? |
| (e) <i>They have lived</i> there. | Where | <i>Have</i> | <i>they</i> | <i>lived</i> | there? |
| (f) <i>Mary can live</i> there. | Where | <i>Can</i> | <i>Mary</i> | <i>live</i> | there? |
| (g) <i>He will be living</i> there. | Where | <i>Will</i> | <i>he</i> | <i>be living</i> | there? |

If the verb is in the simple present, use **does** (with *he, she, it*) or **do** (with *I, you, we, they*) in the question. If the verb is simple past, use **did**.
Notice: The main verb in the question is in its simple form; there is no final **-s** or **-ed**.

If the verb has an auxiliary (a helping verb), the same auxiliary is used in the question. There is no change in the form of the main verb.

If the verb has more than one auxiliary, only the first auxiliary precedes the subject.

(continued)

| | QUESTION WORD | AUXILIARY VERB | SUBJECT | MAIN VERB | |
|------------------------------|---------------|----------------|-------------|--------------|--|
| (h) <i>John lives</i> there. | <i>Who</i> | \emptyset | \emptyset | <i>lives</i> | there? |
| (i) <i>Mary can come</i> . | <i>Who</i> | <i>can</i> | \emptyset | <i>come?</i> | |
| (j) <i>They are</i> there. | Where | <i>Are</i> | <i>they</i> | | there? |
| (k) <i>Jim was</i> there. | Where | <i>Was</i> | <i>Jim</i> | | there? |
| | | | | | <p>If the question word is the subject, do not change the verb. Do not use does, do, or did.</p> <p>Be in the simple present (<i>am, is, are</i>) and simple past (<i>was, were</i>) precedes the subject when be is the main verb.</p> |

☐ **EXERCISE 9:** For each of the following, first make a yes/no question. Then make an information question using *where*.

Example: They can stay there.
Yes/no question: Can they stay there?
Information question: Where can they stay?

1. She stays there.
2. She is staying there.
3. She will stay there.
4. She is going to stay there.
5. They stayed there.
6. They will be staying there.
7. They should stay there.
8. He has stayed there.
9. He has been staying there.
10. John is there.
11. John will be there.
12. John has been there.
13. Judy will have been there.
14. Ann and Tom were married there.
15. This package should have been taken there.

B-2 QUESTION WORDS

| QUESTION | ANSWER |
|----------|--|
| WHEN | (a) When did they arrive? When will you come? Yesterday. Next Monday. When is used to ask questions about <i>time</i> . |
| WHERE | (b) Where is she? Where can I find a pen? At home. In that drawer. Where is used to ask questions about <i>place</i> . |
| WHY | (c) Why did he leave early? Why aren't you coming with us? Because he's ill. I'm tired. Why is used to ask questions about <i>reason</i> . |
| HOW | (d) How did you come to school? How does he drive? By bus. Carefully. How generally asks about <i>manner</i> . |
| | (e) How much money does it cost? How many people came? Ten dollars. Fifteen. How is used with <i>much</i> and <i>many</i> . |
| | (f) How old are you? How cold is it? How soon can you get here? How fast were you driving? Twelve. Ten below zero. In ten minutes. 50 miles an hour. |
| | (g) How long has he been here? How often do you write home? How far is it to Miami from here? Two years. Every week. 500 miles. How long asks about <i>length of time</i> . How often asks about <i>frequency</i> . How far asks about <i>distance</i> . |
| WHO | (h) Who can answer that question? Who came to visit you? I can. Jane and Eric. Who is used as the subject of a question. It refers to people. |
| | (i) Who is coming to dinner tonight? Who wants to come with me? Ann, Bob, and Al. We do. Who is usually followed by a singular verb even if the speaker is asking about more than one person. |
| WHOM | (j) Who(m) did you see? Who(m) are you visiting? (k) Who(m) should I talk <i>to</i> ? To whom should I talk? (<i>formal</i>) I saw George. My relatives. The secretary. Whom is used as the object of a verb or preposition. In spoken English, whom is rarely used; who is used instead. Whom is used only in formal questions. Note: Whom , not who , is used if preceded by a preposition. |

(continued)

| QUESTION | | ANSWER | |
|----------|---|---|--|
| WHOSE | (l) Whose book did you borrow? Whose key is this? (Whose is this?) | David's. It's mine. | Whose asks questions about <i>possession</i> . |
| WHAT | (m) What made you angry? What went wrong? | His rudeness. Everything. | What is used as the subject of a question. It refers to "things." |
| | (n) What do you need? What did Alice buy? | I need a pencil. A book. | What is also used as an object. |
| | (o) What did he talk <i>about</i> ? About what did he talk? (<i>formal</i>) | His vacation. | |
| | (p) What kind of soup is that? What kind of shoes did he buy? | It's bean soup. Sandals. | What kind of asks about the particular variety or type of something. |
| | (q) What did you <i>do</i> last night? What is Mary <i>doing</i> ? | I studied. Reading a book. | What + <i>a form of do</i> is used to ask questions about activities. |
| | (r) What countries did you visit? What time did she come? What color is his hair? | Italy and Spain. Seven o'clock. Dark brown. | What may accompany a noun. |
| | (s) What is Ed <i>like</i> ? | He's kind and friendly. | What + <i>be like</i> asks for a general description of qualities. |
| | (t) What is the weather <i>like</i> ? | Hot and humid. | |
| WHICH | (u) What does Ed <i>look like</i> ? | He's tall and has dark hair. | What + <i>look like</i> asks for a physical description. |
| | (v) What does her house <i>look like</i> ? | It's a two-story, red brick house. | |
| | (w) I have two pens. Which pen do you want? Which one do you want? Which do you want? | The blue one. | Which is used instead of what when a question concerns choosing from a definite, known quantity or group. |
| | (x) Which book should I buy? | That one. | |
| | (y) Which countries did he visit? What countries did he visit? | Peru and Chile. | In some cases, there is little difference in meaning between which and what when they accompany a noun, as in (y) and (z). |
| | (z) Which class are you in? What class are you in? | This class. | |

□ **EXERCISE 10:** Make questions from the following sentences. The words in parentheses should be the answer to your question.



1. I need (*five dollars*).
→ *How much money do you need?*
2. Roberto was born (*in Panama*).
3. I go out to eat (*at least once a week*).
4. I'm waiting for (*Maria*).
5. (*My sister*) answered the phone.
6. I called (*Benjamin*).
7. (*Benjamin*) called.
- 8. The boy has (*a ball*) in his pocket.*
9. "Deceitful" means (*"dishonest"*).
10. An abyss is (*a bottomless hole*).
11. He went (*this*) way, (*not that way*).
12. These are (*Jim's*) books and papers.
13. They have (*four*) children.
14. He has been here (*for two hours*).
15. It is (*two hundred miles*) to New Orleans.

□ **EXERCISE 11:** Make questions from the following sentences. The words in parentheses should be the answer to your question.

1. She bought (*twelve gallons of gas*).
2. The doctor can see you (*at three on Friday*).
3. Her roommate is (*Jane Peters*).
4. Her roommates are (*Jane Peters and Sue Lee*).
5. My parents have been living there (*for three years*).
6. This is (*Alice's*) book.
7. (*The soap bubbles*) made her sneeze.
8. (*Fred and Jack*) are coming over for dinner.
9. Ann's dress is (*blue*).
10. Anne's eyes are (*brown*).
11. I was late (*because the traffic was heavy*).**
12. (*Bob*) can't go on the picnic.
13. Bob can't go (*because he is sick*).
14. I didn't answer the phone (*because I didn't hear it ring*).

*A form of **do** is usually used in questions when the main verb is **have** (especially in American English but also commonly in British English); e.g., *Do you have a car?* Using **have** without a form of **do** is also possible but less common; e.g., *Have you a car?*

NOTE: Especially in British English but also in American English, the idiom **have got** is used to indicate possession instead of **have** alone; e.g., *Bob has got a car. Have you got a car?*

In informal spoken English, another way of asking **why is **how come**. Usual question word order is not used with **how come**; instead, the subject comes in front of the verb.

Example: John isn't here (*because he is sick*). → *Why isn't John here?*

→ *How come John isn't here?*

15. I like (*classical*) music.
16. I don't understand (*the chart on page 50*).
17. Janet is (*studying*) right now.
18. You spell "sitting" (*with two "t's."* S-I-T-T-I-N-G).
19. Tom (*is about medium height and has red hair and freckles*).
20. Tom is (*very serious and hardworking*).
21. Ron (*works as a civil engineer for the railroad company*).
22. Mexico is (*eight hundred miles*) from here.
23. I take my coffee (*black with sugar*).
24. Of Stockholm and Moscow, (*Stockholm*) is farther north.
25. (*Fine.*) I'm getting along (*just fine*).

□ **EXERCISE 12—ORAL (BOOKS CLOSED):** Make questions. Use question words.

Example: I bought a book.

Response: What did you buy?

- | | |
|---|--|
| 1. It is fifty-five miles to (<i>Springfield</i>). | 14. (. . .) talked about his/her family. |
| 2. The fall semester begins on September 10th. | 15. I need twenty-five dollars. |
| 3. I bought the red pen, not the green one. | 16. (. . .) lives on the fifth floor, not the fourth. |
| 4. The secretary typed those letters. | 17. I will be in (<i>the United States</i>) for four years. |
| 5. I took four courses last semester. | 18. This is (. . .)'s pen. |
| 6. "Rapid" means "fast." | 19. I go to the library every day. |
| 7. (. . .) went to the library. | 20. The next test is on Tuesday. |
| 8. (. . .) telephoned me. | 21. I have been studying English for ten years. |
| 9. The post office is on Seventh Avenue. | 22. I laughed because (. . .) made a funny face. |
| 10. It is three blocks to the post office. | 23. (. . .) dropped his/her pen. |
| 11. I slept eight hours last night. | 24. You should give that book to (. . .). |
| 12. (. . .) gave a speech. | 25. I didn't come to class yesterday because I wasn't feeling well. |
| 13. (. . .) talked about his/her country. | |

□ **EXERCISE 13—ORAL (BOOKS CLOSED):** Make questions. Use question words.

- | | |
|--------------------------------|--|
| 1. I had a sandwich for lunch. | 3. We are supposed to read Chapter Five, not Chapter Six. |
| 2. These are (. . .)'s books. | |

4. I talked to (. . .).
5. I talked to (. . .) about the story in this morning's newspaper.
6. I fell asleep in class because I had only two hours of sleep last night.
7. That book belongs to (. . .).
8. "Request" means "ask."
9. It is 325 miles to (*Chicago*).
10. I can speak three languages.
11. (. . .) opened the window.
12. I didn't go to the party because I had to study.
13. I live in this house, not that one.
14. I hung my coat in the closet.
15. The letter is addressed to (. . .).
16. It took me three hours to finish my assignments.
17. Mr. Smith taught English in Japan.
18. You should be here at two o'clock.
19. I found (. . .)'s keys.
20. I visit my aunt and uncle twice a year.

B-3 NEGATIVE QUESTIONS

| | |
|---|---|
| <p>(a) <i>Doesn't she live</i> in the dormitory?</p> <p>(b) <i>Does she not live</i> in the dormitory? (<i>very formal</i>)</p> | <p>In a yes/no question in which the verb is negative, usually a contraction (e.g., <i>does + not = doesn't</i>) is used, as in (a). Example (b) is very formal and is usually not used in everyday speech.</p> <p>Negative questions are used to indicate the speaker's idea (i.e., what s/he believes is or is not true) or attitude (e.g., surprise, shock, annoyance, anger).</p> |
| <p>(c) Bob returns to his dorm room after his nine o'clock class. Dick, his roommate, is there. Bob is surprised. Bob says: "<i>What are you doing here? Aren't you supposed to be in class now?</i>"</p> <p>(d) Alice and Mary are at home. Mary is about to leave on a trip and Alice is going to take her to the airport. Alice says: "<i>It's already two o'clock. We'd better leave for the airport. Doesn't your plane leave at three?</i>"</p> | <p>In (c): Bob believes that Dick is supposed to be in class now. <i>Expected answer: Yes.</i></p> <p>In (d): Alice believes that Mary's plane leaves at three. She is asking the negative question to make sure that her information is correct. <i>Expected answer: Yes.</i></p> |
| <p>(e) The teacher is talking to Jim about a test he failed. The teacher is surprised that Jim failed the test because he usually does very well. The teacher says: "<i>What happened? Didn't you study?</i>"</p> <p>(f) Barb and Don are riding in a car. Don is driving. He comes to a corner where there is a stop sign, but he does not stop the car. Barb is shocked. Barb says: "<i>What's the matter with you? Didn't you see that stop sign?</i>"</p> | <p>In (e): The teacher believes that Jim did not study. <i>Expected answer: No.</i></p> <p>In (f): Barb believes that Don did not see the stop sign. <i>Expected answer: No.</i></p> |

□ **EXERCISE 14:** Notice the examples in Chart B-3: Sometimes the expected answer to a negative question is *yes* and sometimes *no*. In the following dialogues, make negative questions from the words in parentheses and determine the expected response.

1. A: Why didn't you come to lunch with us? Weren't you hungry?
(*be hungry*)
B: No. I had a late breakfast.
2. A: Did you give Linda my message when you went to class this morning?
B: No. I didn't see her.
A: Oh? _____ (*be in class*)
B: _____ She didn't come today.
3. A: Do you see that woman over there, the one in the blue dress? _____
_____ (*be Mrs. Robbins*)
B: _____
A: I thought so. I wonder what she is doing here.
4. A: It's almost dinner time and you haven't eaten since breakfast.
_____ (*be hungry*)
B: _____ I'm starving. Let's go eat.
5. A: You look tired this morning. _____
(*sleep well last night*)
B: _____ I tossed and turned all night.
6. A: You look pale. What's the matter? _____ (*feel well*)
B: _____ I think I might be coming down with something.
7. A: Daddy, Tommy said that the sun rises in the west. _____
_____ (*rise in the east*)
B: _____, Annie. You're right. Tommy is a little mixed up.
8. A: See that man over there, the one in the green shirt?
B: Yes. Who is he?
A: _____ (*recognize him*)
B: _____. Am I supposed to?

B-4 TAG QUESTIONS

| | |
|---|--|
| (a) Jack can come, can't he ? (b) Fred can't come, can he ? | A <i>tag question</i> is a question added at the end of a sentence. Speakers use tag questions chiefly to make sure their information is correct or to seek agreement.* |
| AFFIRMATIVE SENTENCE + NEGATIVE TAG Mary is here, isn't she ? You like tea, don't you ? They have left , haven't they ? | → AFFIRMATIVE ANSWER EXPECTED Yes, she is. Yes, I do. Yes, they have. |
| NEGATIVE SENTENCE + AFFIRMATIVE TAG Mary isn't here, is she ? You don't like tea, do you ? They haven't left , have they ? | → NEGATIVE ANSWER EXPECTED No, she isn't. No, I don't. No, they haven't. |
| (c) This/That is your book, isn't it ? These/Those are yours, aren't they ? | The tag pronoun for this/that = it . The tag pronoun for these/those = they . |
| (d) There is a meeting tonight, isn't there ? | In sentences with there + be , there is used in the tag. |
| (e) Everything is okay, isn't it ? (f) Everyone took the test, didn't they ? | Personal pronouns are used to refer to indefinite pronouns. They is usually used in a tag to refer to everyone, everybody, someone, somebody, no one, nobody . |
| (g) Nothing is wrong, is it ? (h) Nobody called on the phone, did they ? (i) You've never been there, have you ? | Sentences with negative words take affirmative tags. |
| (j) I am supposed to be here, am I not ? (k) I am supposed to be here, aren't I ? | In (j): am I not? is formal English. In (k): aren't I? is common in spoken English. |

*A tag question may be spoken:

- (1) with a rising intonation if the speaker is truly seeking to ascertain that his/her information, idea, belief is correct (e.g., *Ann lives in an apartment, doesn't she?*); OR
- (2) with a falling intonation if the speaker is expressing an idea with which s/he is almost certain the listener will agree (e.g., *It's a nice day today, isn't it?*).

☐ EXERCISE 15: Add tag questions to the following.

1. They want to come, don't they?
2. Elizabeth is a dentist, _____?
3. They won't be here, _____?
4. There aren't any problems, _____?
5. That is your umbrella, _____?
6. George is a student, _____?

7. He's learned a lot in the last couple of years, _____?
8. He has* a bicycle, _____?
9. Joan can't come with us, _____?
10. She'll help us later, _____?
11. Peggy would like to come with us to the party, _____?
12. Those aren't Fred's books, _____?
13. You've never been to Paris, _____?
14. Something is wrong with Jane today, _____?
15. Everyone can learn how to swim, _____?
16. Nobody cheated on the exam, _____?
17. Nothing went wrong while I was gone, _____?
18. I am invited, _____?

□ **EXERCISE 16—ORAL (BOOKS CLOSED):** Add tag questions.

Example: (Carlos) is a student....

Responses: ...isn't he?

- | | |
|--|--|
| 1. That's (...)’s pen.... | 14. These keys don't belong to you.... |
| 2. (...) is living in an apartment.... | 15. You used to live in New York.... |
| 3. (...) lives on (<i>Main Street</i>).... | 16. There's a better way to solve that problem.... |
| 4. There isn't a test tomorrow.... | 17. (...) is going to come to class tomorrow.... |
| 5. (...) has his/her book.... | 18. You should leave for the airport by six.... |
| 6. You had a good time.... | 19. (...) doesn't have a car.... |
| 7. (...) has been invited to the party.... | 20. (...) sat next to (...) yesterday.... |
| 8. You didn't forget your key.... | 21. We have class tomorrow.... |
| 9. Your parents haven't arrived yet.... | 22. You've already seen that movie.... |
| 10. Turtles lay eggs.... | 23. (...) will help us.... |
| 11. (...) can't speak (<i>Arabic</i>).... | 24. Nobody has told you the secret.... |
| 12. (...) is never late to class.... | 25. I am right.... |
| 13. Something will be done about that problem right away.... | 26. Class ends at (<i>ten</i>).... |

*A form of **do** is usually used in the tag when **have** is the main verb: *Tom has a car, doesn't he?* Also possible, but less common: *Tom has a car, hasn't he?*

UNIT C: Negatives

C-1 USING NOT AND OTHER NEGATIVE WORDS

| | | |
|--|---|--|
| (a) AFFIRMATIVE: The earth is round. (b) NEGATIVE: The earth is not flat. | | <i>Not</i> expresses a <i>negative</i> idea. |
| AUX + NOT + MAIN VERB (c) I <i>will</i> not <i>go</i> there. I <i>have</i> not <i>gone</i> there. I <i>am</i> not <i>going</i> there. I <i>was</i> not there. I <i>do</i> not <i>go</i> there. He <i>does</i> not <i>go</i> there. I <i>did</i> not <i>go</i> there. | | <i>Not</i> immediately follows an auxiliary verb or <i>be</i> . (Note: If there is more than one auxiliary, not comes immediately after the first auxiliary: <i>I will not be going there.</i>) <i>Do</i> or <i>does</i> is used with not to make a simple present verb (except <i>be</i>) negative. <i>Did</i> is used with not to make a simple past verb (except <i>be</i>) negative. |
| CONTRACTIONS OF AUXILIARY VERBS WITH NOT <div>are not = aren't* cannot = can't could not = couldn't did not = didn't does not = doesn't</div> <div>do not = don't has not = hasn't have not = haven't had not = hadn't is not = isn't</div> <div>must not = mustn't should not = shouldn't was not = wasn't were not = weren't will not = won't would not = wouldn't</div> | | |
| (d) I never go there. I have hardly ever gone there. | In addition to not , the following are negative adverbs: <i>never, rarely, seldom</i> <i>hardly (ever), scarcely (ever), barely (ever)</i> | |
| (e) There's no chalk in the drawer. | No also expresses a negative idea. | |
| COMPARE: NOT vs. NO (f) I do not have any money. (g) I have no money . | Not is used to make a verb negative, as in (f). No is used as an adjective in front of a noun (e.g., money), as in (g). Note: (f) and (g) have the same meaning. | |

*Sometimes in spoken English you will hear “ain’t.” It means *am not*, *isn’t*, or *aren’t*. “Ain’t” is not considered proper English, but many people use “ain’t” regularly, and it is also frequently used for humor.

□ **EXERCISE 17:** Change the following into the negative in two ways: use **not** . . . **any** in one sentence and **no** in the other.

- 1. I have some problems. → *I don't have any problems. I have no problems.*
- 2. There was some food.
- 3. I received some letters from home.
- 4. I need some help.
- 5. We have some time to waste.
- 6. You should have given the beggar some money.
- 7. I trust someone. → *I don't trust anyone. I trust no one.* *
- 8. I saw someone.
- 9. There was someone in his room.
- 10. She can find somebody who knows about it.

*In American English, **no one** is written without a hyphen. In British English, it is written either **no one** (without a hyphen) or **no-one** (with a hyphen).

C-2 AVOIDING “DOUBLE NEGATIVES”

| | |
|---|---|
| <p>(a) <i>INCORRECT: I don't have no money.</i></p> <p>(b) <i>CORRECT: I don't have any money.</i></p> <p><i>CORRECT: I have no money.</i></p> | <p>(a) is an example of a “double negative,” i.e., a confusing and grammatically incorrect sentence that contains two negatives in the same clause.* One clause should contain only one negative.</p> |
|---|---|

*NOTE: Negatives in two different clauses in the same sentence cause no problems; for example:
*A person who **doesn't** have love **can't** be truly happy.*
*I **don't** know why he **isn't** here.*

- ❑ EXERCISE 18—ERROR ANALYSIS: Correct the following sentences, all of which contain double negatives.
1. I don't need no help.

2. I didn't see nobody.

3. I can't never understand him.

4. He doesn't like neither coffee nor tea.

5. I didn't do nothing.

6. I can't hardly hear the radio. Would you please turn it up?

7. The beach was deserted. We couldn't see nothing but sand.

8. Methods of horse training haven't barely changed at all in the last eight centuries.

C-3 BEGINNING A SENTENCE WITH A NEGATIVE WORD

| | |
|--|--|
| <p>(a) <i>Never will I do that again.</i></p> <p>(b) <i>Rarely have I eaten better food.</i></p> <p>(c) <i>Hardly ever does he come to class on time.</i></p> | <p>When a negative word begins a sentence, the subject and verb are inverted (i.e., question word order is used).*</p> |
|--|--|

*Beginning a sentence with a negative word is relatively uncommon in everyday usage, but is used when the speaker/writer wishes to emphasize the negative element of the sentence.

- ❑ EXERCISE 19: Change each sentence so that it begins with a negative word.
1. We rarely go to movies. → ***Rarely do we go to movies.***

2. I seldom sleep past seven o'clock.

3. I hardly ever agree with her.

4. I will never forget the wonderful people I have met here.

5. I have never known Pat to be dishonest.

6. The mail scarcely ever arrives before noon.

UNIT D: Articles

D-1 BASIC ARTICLE USAGE

| I. USING A or Ø: GENERIC NOUNS | | |
|---------------------------------------|---|--|
| SINGULAR COUNT NOUN | (a) A <i>banana</i> is yellow.* | <p>A speaker uses generic nouns to make generalizations. A generic noun represents a whole class of things; it is not a specific, real, concrete thing but rather a symbol of a whole group.</p> <p>In (a) and (b): The speaker is talking about any banana, all bananas, bananas in general. In (c), the speaker is talking about any and all fruit, fruit in general.</p> <p>Notice that no article (Ø) is used to make generalizations with plural count nouns and noncount nouns, as in (b) and (c).</p> |
| PLURAL COUNT NOUN | (b) Ø <i>Bananas</i> are yellow. | |
| NONCOUNT NOUN | (c) Ø <i>Fruit</i> is good for you. | |
| II. USING A or SOME: INDEFINITE NOUNS | | |
| SINGULAR COUNT NOUN | (d) I ate a <i>banana</i> . | <p>Indefinite nouns are actual things (not symbols), but they are not specifically identified.</p> <p>In (d): The speaker is not referring to "this banana" or "that banana" or "the banana you gave me." The speaker is simply saying that s/he ate one banana. The listener does not know nor need to know which specific banana was eaten; it was simply one banana out of that whole group of things in this world called bananas.</p> <p>In (e) and (f): Some is often used with indefinite plural count nouns and indefinite noncount nouns. In addition to <i>some</i>, a speaker might use two, a few, several, a lot of, etc., with plural count nouns, or a little, a lot of, etc., with noncount nouns. (See Chart 5-8.)</p> |
| PLURAL COUNT NOUN | (e) I ate some <i>bananas</i> . | |
| NONCOUNT NOUN | (f) I ate some <i>fruit</i> . | |
| III. USING THE: DEFINITE NOUNS | | |
| SINGULAR COUNT NOUN | (g) Thank you for the <i>banana</i> . | <p>A noun is definite when both the speaker and the listener are thinking about the same specific thing.</p> <p>In (g): The speaker uses the because the listener knows which specific banana the speaker is talking about, i.e., that particular banana which the listener gave to the speaker.</p> <p>Notice that the is used with both singular and plural count nouns and with noncount nouns.</p> |
| PLURAL COUNT NOUN | (h) Thank you for the <i>bananas</i> . | |
| NONCOUNT NOUN | (i) Thank you for the <i>fruit</i> . | |

*Usually **a/an** is used with a singular generic count noun. Examples:

A window is made of glass. **A** doctor heals sick people. Parents must give **a** child love. **A** box has six sides. **An** apple can be red, green, or yellow.

The is sometimes used with a singular generic count noun (not a plural generic count noun, not a generic noncount noun). "Generic **the**" is commonly used with, in particular:

(1) species of animals: **The** whale is the largest mammal on earth.

The elephant is the largest land mammal.

(2) inventions: Who invented **the** telephone? **the** wheel? **the** refrigerator? **the** airplane?

The computer will play an increasingly large role in all of our lives.

(3) musical instruments: I'd like to learn to play **the** piano.

Do you play **the** guitar?

D-2 GENERAL GUIDELINES FOR ARTICLE USAGE

| | |
|---|---|
| <p>(a) <i>The sun</i> is bright today. Please hand this book to <i>the teacher</i>. Please open <i>the door</i>. Jack is in <i>the kitchen</i>.</p> | <p>GUIDELINE: Use the when you know or assume that your listener is familiar with and thinking about the same specific thing or person you are talking about.</p> |
| <p>(b) Yesterday I saw <i>some dogs</i>. <i>The dogs</i> were chasing <i>a cat</i>. <i>The cat</i> was chasing <i>a mouse</i>. <i>The mouse</i> ran into <i>a hole</i>. <i>The hole</i> was very small.</p> | <p>GUIDELINE: Use the for the second mention of an indefinite noun*; in (b): first mention = <i>some dogs, a cat, a mouse, a hole</i> second mention = <i>the dogs, the cat, the mouse, the hole</i></p> |
| <p>(c) INCORRECT: <i>The apples are my favorite fruit.</i> CORRECT: Apples are my favorite fruit.</p> <p>(d) INCORRECT: <i>The gold is a metal.</i> CORRECT: Gold is a metal.</p> | <p>GUIDELINE: Do not use the with a plural count noun (e.g., <i>apples</i>) or a noncount noun (e.g., <i>gold</i>) when you are making a generalization.</p> |
| <p>(e) INCORRECT: <i>I drove car.</i> CORRECT: I drove a car. I drove the car. I drove that car. I drove his car.</p> | <p>GUIDELINE: Do not use a singular count noun (e.g., <i>car</i>) without: (1) an article (a/an or the); OR (2) this/that; OR (3) a possessive pronoun.</p> |

***The** is not used for the second mention of a generic noun. COMPARE:
(1) What color is **a banana** (generic noun)? **A banana** (generic noun) is yellow.
(2) Tom offered me **a banana** (indefinite noun) or an apple. I chose **the banana** (definite noun).

☐ **EXERCISE 20:** In the following dialogues, try to decide whether the speakers would probably use *a/an* or *the*.

1. A: I have an idea. Let's go on a picnic Saturday.
B: Okay.

2. A: Did you have fun at the picnic yesterday?
B: Sure did. And you?

3. A: You'd better have _____ good reason for being late!
B: I do.

4. A: Did you think _____ reason Jack gave for being late was believable?
B: Not really.

5. A: Where's my blue shirt?
B: It's in _____ washing machine. You'll have to wear _____ different shirt.

6. A: I wish we had _____ washing machine.
 B: So do I. It would make it a lot easier to do our laundry.
7. A: What happened to your bicycle? _____ front wheel is bent.
 B: I ran into _____ parked car when I swerved to avoid _____ big pothole in the street.
 A: Did you damage _____ car?
 B: A little.
 A: What did you do?
 B: I left _____ note for _____ owner of _____ car.
 A: What did you write on _____ note?
 B: My name and address. I also wrote _____ apology.
8. A: Can you repair my car for me?
 B: What's wrong with it?
 A: _____ radiator has _____ leak, and one of _____ windshield wipers doesn't work.
 B: Can you show me where _____ leak is?
9. A: Have you seen my boots?
 B: They're in _____ closet in _____ front hallway.

☐ **EXERCISE 21:** Complete the sentences with *a/an, the, or Ø*.

1. Ø beef is a kind of Ø meat.
2. The beef we had for dinner last night was excellent.
3. Jack is wearing a straw hat today.
4. Jack likes to wear _____ hats.
5. _____ hat is _____ article of clothing.
6. _____ hats are _____ articles of clothing.
7. _____ brown hat on that hook over there belongs to Mark.
8. Everyone has _____ problems in _____ life.
9. My grandfather had _____ long life.
10. That book is about _____ life of Helen Keller.
11. Tommy wants to be _____ engineer when he grows up.
12. The Brooklyn Bridge was designed by _____ engineer.

13. John Roebling is _____ name of _____ engineer who designed the Brooklyn Bridge. He died in 1869 from _____ infection. He died before _____ bridge was completed.
14. _____ people wear _____ jewelry to make themselves more attractive.
15. _____ jewelry Diana is wearing today is beautiful.
16. Mary is wearing _____ beautiful ring today. It is made of _____ gold and _____ rubies. _____ gold in her ring was mined in Canada. _____ rubies came from Burma.
17. One of the first things you need to do when you move to _____ new city is to find _____ place to live. Most _____ newspapers carry _____ advertisements (called “want ads”) for _____ apartments that are for rent. If you find _____ ad for _____ furnished apartment, _____ apartment will probably contain _____ stove and _____ refrigerator. It will also probably have _____ furniture such as _____ beds, _____ tables, _____ chairs, and maybe _____ sofa.
18. My wife and I have recently moved to this city. Since we’re going to be here for only _____ short time, we’re renting _____ furnished apartment. We decided that we didn’t want to bring our own furniture with us. _____ apartment is in _____ good location, but that’s about the only good thing I can say about it. Only one burner on _____ stove works. _____ refrigerator is noisy, and _____ refrigerator door won’t stay closed unless we tape it shut. _____ bed sags in the middle and creaks. All of the rest of _____ furniture is old and decrepit too. Nevertheless, we’re still enjoying living in this city. We may have to look for _____ another apartment, however.



APPENDIX 2

Preposition Combinations

Appendix 2 contains two lists of preposition combinations. The first list consists of preposition combinations with adjectives and verbs. The second list contains phrasal verbs.

These lists contain only those preposition combinations used in the exercises in the text and in the accompanying workbooks.

PREPOSITION COMBINATIONS WITH ADJECTIVES AND VERBS

- | | |
|--|--|
| <p>A <i>be</i> absent from accuse of <i>be</i> accustomed to <i>be</i> acquainted with <i>be</i> addicted to <i>be</i> afraid of agree with <i>be</i> angry at, with <i>be</i> annoyed with apologize for apply to, for approve of argue with, about arrive in, at <i>be</i> associated with <i>be</i> aware of</p> <p>B believe in blame for <i>be</i> blessed with <i>be</i> bored with</p> | <p>C <i>be</i> capable of care about, for <i>be</i> cluttered with <i>be</i> committed to compare to, with complain about <i>be</i> composed of <i>be</i> concerned about <i>be</i> connected to consist of <i>be</i> content with contribute to <i>be</i> convinced of <i>be</i> coordinated with count (up)on cover with <i>be</i> crowded with</p> <p>D decide (up)on <i>be</i> dedicated to depend (up)on</p> |
|--|--|

| | | | |
|----------|---------------------------------|----------|---------------------------|
| | <i>be</i> devoted to | M | <i>be</i> made of, from |
| | <i>be</i> disappointed in, with | | <i>be</i> married to |
| | <i>be</i> discriminated against | O | object to |
| | distinguish from | | <i>be</i> opposed to |
| | <i>be</i> divorced from | P | participate in |
| | <i>be</i> done with | | <i>be</i> patient with |
| | dream of, about | | <i>be</i> polite to |
| | <i>be</i> dressed in | | pray for |
| E | <i>be</i> engaged to | | <i>be</i> prepared for |
| | <i>be</i> envious of | | prevent from |
| | <i>be</i> equipped with | | prohibit from |
| | escape from | | protect from |
| | excel in | | <i>be</i> provided with |
| | <i>be</i> excited about | | <i>be</i> proud of |
| | excuse for | | provide with |
| | <i>be</i> exposed to | | |
| F | <i>be</i> faithful to | R | recover from |
| | <i>be</i> familiar with | | <i>be</i> related to |
| | feel like | | <i>be</i> relevant to |
| | fight for | | rely (up)on |
| | <i>be</i> filled with | | <i>be</i> remembered for |
| | <i>be</i> finished with | | rescue from |
| | <i>be</i> fond of | | respond to |
| | forget about | | <i>be</i> responsible for |
| | forgive for | S | <i>be</i> satisfied with |
| | <i>be</i> friendly to, with | | <i>be</i> scared of |
| | <i>be</i> furnished with | | stare at |
| G | <i>be</i> grateful to, for | | stop from |
| | <i>be</i> guilty of | | subscribe to |
| H | hide from | | substitute for |
| | hope for | | succeed in |
| I | <i>be</i> innocent of | T | take advantage of |
| | insist (up)on | | take care of |
| | <i>be</i> interested in | | <i>be</i> terrified of |
| | <i>be</i> involved in | | thank for |
| | | | <i>be</i> tired of, from |
| J | <i>be</i> jealous of | U | <i>be</i> upset with |
| K | <i>be</i> known for | | <i>be</i> used to |
| L | <i>be</i> limited to | V | vote for |
| | look forward to | W | <i>be</i> worried about |

PHRASAL VERBS (TWO-WORD AND THREE-WORD VERBS)

The term *phrasal verb* refers to a verb and preposition which together have a special meaning. For example, **put** + **off** means “postpone.” Sometimes a phrasal verb consists of three parts. For example, **put** + **up** + **with** means “tolerate.” Phrasal verbs are also called *two-word verbs* or *three-word verbs*.

| | |
|---|---|
| SEPARABLE PHRASAL VERBS (a) I handed my paper in yesterday. (b) I handed in my paper yesterday. (c) I handed it in yesterday. <i>(INCORRECT: I handed in it yesterday.)</i> | A phrasal verb may be either <i>separable</i> or <i>nonseparable</i> . With a separable phrasal verb, a noun may come either between the verb and the preposition or after the preposition, as in (a) and (b). A pronoun comes between the verb and the preposition if the phrasal verb is separable, as in (c). |
| NONSEPARABLE PHRASAL VERBS (d) I ran into an old friend yesterday. (e) I ran into her yesterday. <i>(INCORRECT: I ran an old friend into.)</i> <i>(INCORRECT: I ran her into yesterday.)</i> | With a nonseparable phrasal verb, a noun or pronoun must follow the preposition, as in (d) and (e). |

Phrasal verbs are especially common in informal English. Following is a list of common phrasal verbs and their usual meanings. This list contains only those phrasal verbs used in the exercises in the text. The phrasal verbs marked with an asterisk (*) are nonseparable.

- B

bring about, bring on. . . . *cause*
 bring up (1) *rear children*; (2) *mention or introduce a topic*
- C

call back *return a telephone call*
 call in *ask to come to an official place for a specific purpose*
 call off *cancel*
 *call on (1) *ask to speak in class*; (2) *visit*
 call up *call on the telephone*
 *catch up (with) *reach the same position or level*
 *check in, check into *register at a hotel*
 *check into *investigate*
 check out. (1) *take a book from the library*; (2) *investigate*
 *check out (of) *leave a hotel*
 cheer up *make (someone) feel happier*
 clean up. *make clean and orderly*
 *come across. *meet by chance*
 cross out *draw a line through*
 cut out *stop an annoying activity*

- D** do over *do again*
 *drop by, drop in (on) *visit informally*
 drop off *leave something/someone at a place*
 *drop out (of) *stop going to school, to a class, to a club, etc.*
- F** figure out *find the answer by reasoning*
 fill out *write the completions of a questionnaire or official form*
 find out *discover information*
- G** *get along (with) *exist satisfactorily*
 get back (from) (1) *return from a place*; (2) *receive again*
 *get in, get into (1) *enter a car*; (2) *arrive*
 *get off *leave an airplane, a bus, a train, a subway, a bicycle*
 *get on *enter an airplane, a bus, a train, a subway, a bicycle*
 *get out of (1) *leave a car*; (2) *avoid work or an unpleasant activity*
 *get over *recover from an illness*
 *get through *finish*
 *get up *arise from bed, a chair*
 give back *return an item to someone*
 give up *stop trying*
 *go over *review or check carefully*
 *grow up (in) *become an adult*
- H** hand in *submit an assignment*
 hang up (1) *conclude a telephone conversation*; (2) *put clothes on a hanger or a hook*
 have on *wear*
- K** keep out (of) *not enter*
 *keep up (with) *stay at the same position or level*
 kick out (of) *force (someone) to leave*
- L** *look after *take care of*
 *look into *investigate*
 *look out (for) *be careful*
 look over *review or check carefully*
 look up *look for information in a reference book*
- M** make up (1) *invent*; (2) *do past work*
- N** name after, name for *give a baby the name of someone else*
- P** *pass away *die*
 pass out (1) *distribute*; (2) *lose consciousness*
 pick out *select*
 pick up (1) *go to get someone (e.g., in a car)*; (2) *take in one's hand*
 point out *call attention to*

| | | |
|----------|--------------------------------|---|
| | put away | <i>remove to a proper place</i> |
| | put back | <i>return to original place</i> |
| | put off | <i>postpone</i> |
| | put on | <i>put clothes on one's body</i> |
| | put out | <i>extinguish a cigarette or cigar</i> |
| | *put up with | <i>tolerate</i> |
| R | *run into, *run across | <i>meet by chance</i> |
| | *run out (of) | <i>finish a supply of something</i> |
| S | *show up | <i>appear, come</i> |
| | shut off | <i>stop a machine, light, faucet</i> |
| T | *take after | <i>resemble</i> |
| | take off | <i>(1) remove clothing; (2) leave on a trip</i> |
| | take out | <i>(1) take someone on a date; (2) remove</i> |
| | take over | <i>take control</i> |
| | take up | <i>begin a new activity or topic</i> |
| | tear down | <i>demolish; reduce to nothing</i> |
| | tear up | <i>tear into many little pieces</i> |
| | think over | <i>consider carefully</i> |
| | throw away, throw out . . . | <i>discard; get rid of</i> |
| | throw up | <i>vomit; regurgitate food</i> |
| | try on | <i>put on clothing to see if it fits</i> |
| | turn down | <i>decrease volume or intensity</i> |
| | turn in | <i>(1) submit an assignment; (2) go to bed</i> |
| | turn off | <i>stop a machine, light, faucet</i> |
| | turn on | <i>begin a machine, light, faucet</i> |
| | turn out | <i>extinguish a light</i> |
| | turn up | <i>increase volume or intensity</i> |



APPENDIX 3

Guide for Correcting Writing Errors

To the student: Each number represents an area of usage. Your teacher will use these numbers when marking your writing to indicate that you have made an error. Refer to this list to find out what kind of error you have made and then make the necessary correction.

- | | | |
|----|---------------------|---|
| 1 | SINGULAR-PLURAL | ① He have been here for six month. ① <i>He has been here for six months.</i> |
| 2 | WORD FORM | ② I saw a beauty picture. <i>I saw a beautiful picture.</i> |
| 3 | WORD CHOICE | ③ She got on the taxi. <i>She got into the taxi.</i> |
| 4 | VERB TENSE | ④ He is here since June. <i>He has been here since June.</i> |
| 5+ | ADD A WORD | ⑤+ I want ^ go to the zoo. <i>I want to go to the zoo.</i> |
| 5- | OMIT A WORD | ⑤- She entered to the university. <i>She entered the university.</i> |
| 6 | WORD ORDER | ⑥ I saw five times that movie. <i>I saw that movie five times.</i> |
| 7 | INCOMPLETE SENTENCE | ⑦ I went to bed. Because I was tired. <i>I went to bed because I was tired.</i> |

| | | |
|-----|-------------------|--|
| 8 | SPELLING | <div>⑧</div> An accident occured. <i>An accident occurred.</i> |
| 9 | PUNCTUATION | <div>⑨</div> What did he say. <i>What did he say?</i> |
| 10 | CAPITALIZATION | <div>⑩</div> I am studying english. <i>I am studying English.</i> |
| 11 | ARTICLE | <div>⑪</div> I had a accident. <i>I had an accident.</i> |
| 12? | MEANING NOT CLEAR | <div>⑫?</div> He borrowed some smoke. (? ? ?) |
| 13 | RUN-ON SENTENCE* | <div>⑬</div> My roommate was sleeping, we didn't want to wake her up. <i>My roommate was sleeping. We didn't want to wake her up.</i> |

*A run-on sentence occurs when two sentences are incorrectly connected: the end of one sentence and the beginning of the next sentence are not properly marked by a period and a capital letter or by a semicolon. (See Charts 8-3 and 8-9.)



Index—Volume A

| | |
|---|---|
| Able to , 107, 109, 112 (<i>Look on pages 107, 109, and 112.</i>) | The numbers following the words listed in the index refer to page numbers in the main text. |
| Be , A4 (<i>Look in the back part of this book on the fourth page of the Appendixes.</i>) | The index numbers preceded by the letter “A” (e.g., A4) refer to pages in the Appendixes, which are found in the last part of the text. The main text ends on page 196, and the appendixes immediately follow. Page 196 is followed by page A1. |
| Continuous tenses, 3 <i>fn</i> . (<i>Look at the footnote on page 3.</i>) | Information given in footnotes to charts or exercises is noted by the page number plus the abbreviation <i>fn</i> . |

A

A/an, A20–A21
Able to, 107, 109, 112
Accustomed to, 101, 151
Active verbs, 120, 144
Adjective(s), defined, A2
 followed by infinitive (e.g., *happy to meet*), 175
 with linking verbs (e.g., *taste good*), A5
 with *get* (e.g., *get hungry*), 139, A5
 participle (e.g., *amusing/amused*), 144
 passive verbs, (stative) used as, 135
 possessive (*my, your, etc.*), A6
 preposition combinations with, A26–A27
Adverb(s), defined, A3
 midsentence, A3
 placement in future perfect, 53*fn*.
Affirmative, A2
Ain't, A18*fn*.
Always, A3
 progressive verbs with, 16
Antecedent, A5
Apostrophe:
 in contractions with *not*, A18

 in contractions with pronouns and nouns, A7
Articles, A20–A21
Auxiliary verbs (SEE **Be**; Contractions of verbs;
 Do/does/did; Have/has/had; Modal
 auxiliaries; Questions)

B

Be, A4
 auxiliary, 3, 120
Be able to, 107, 109, 112
Be accustomed to, 101, 151
Be going to, 44–45, 48, 51, 111
Be supposed to, 83, 111
Be to, 83, 111
Be used to, 101
By:
 with gerunds (meaning *how*), 154
 with passive (the “*by* phrase”), 123, 135

C

Can, 111
 ability/possibility, 107
 degree of certainty, 92, 95

permission, 69, 107
 in polite requests, 69–70
 pronunciation (*can/can't*), 107
 Causative verbs (*get, have, make*), 187
 Commands, (SEE Imperative sentences)
 Continuous tenses, 3fn.
 Contractions of verbs:
 auxiliaries with *not*, A18
 auxiliaries with pronouns and nouns, A7
Could, 112
 degree of certainty, 89, 92, 95, 98
 past ability, 109
 in polite requests, 69–70
 for suggestions, 87

D

Definitive nouns, article use, A20–A21
 Direct object, 125
Do/does/did:
 in negatives, A18
 in questions, A8–A9
 Double negatives, A19

E

-Ed forms:
 pronunciation, 20
 spelling, 9
 (SEE ALSO Past participle; Verb tenses, simple past)
Enough, 177
 Expletive *it*, 172

F

For:
 purpose, 174
 vs. since, 29, 36
Forget/remember, 162
 Frequency adverbs, A3
 Future time, 44–53
 expressing in time clauses, 48
 using modals to express, 110–112
 using present tenses to express, 50
 (SEE ALSO *Be going to*; Verb tenses; *Will*)

G

Generic noun, A20
 Gerunds, defined, 150
 as objects of prepositions, 151
 passive/past 178
 possessive modifier with, 182
 as subjects, 172
 verbs followed by, 154, 156, 162
 list, 168
Get:
 causative (e.g., *get them to do it*) 187
 linking (e.g., *get hungry*), 139, A5

 passive (e.g., *get worried*), 139
Get accustomed/used to, 101
Go + gerund (e.g., *go shopping*), 156
Going to, 44–45, 48, 51, 111
Good/well, A3fn.

H

Habitual past, 101, 104, 112
Had better, 78, 111
Have/has/had:
 auxiliary, 4–5
 causative, 187
 contracted, 33, 40, A7, A18
 as main verb, use of *do* with:
 in negative, 14fn.
 in questions, A12fn.
 in tag questions, A17fn.
Have got, 34fn.
Have got to, 75, 111
Have to, 75–76, 111
How, A10

I

Imperative sentences, 73
 Impersonal pronouns, 124fn.
 Indefinite nouns, articles with, A20–A21
 Indirect object, as passive subject, 125
 Infinitives, defined, 150
 following adjectives, 175
 following *be*, 83, 111
 with causative *get*, 187
 with *it*, 172
 with modal auxiliaries, 68
 negative form, 157
 past/passive, 178
 purpose (*in order to*), 174
 in reported speech, 157
 as subjects, 172
 with *too/enough*, 177
 verbs followed by, 157, 162
 list, 168–169
 Information questions, A8–A11
-Ing forms:
 go + *-ing*, 156
 special expressions followed by (e.g., *have fun* + *-ing*), 139
 spelling, 9
 verbs of perception + *-ing*, (e.g., *see her walking*), 184
 (SEE ALSO Gerunds; Present participles)
In order to, 174
 Intransitive verbs, defined, A1
 not used in passive, 120
 Inverted word order, after negative, A19
 Irregular verbs, 17–19
It:

with infinitives, 172
personal pronoun, A5
its vs. *it's*, A6fn.

L

Let + simple form, 186
Let's, 86
Lie/lay, 23
Linking verbs, A5
-Ly, adverb form, A3

M

Main clauses (SEE Independent clauses)
Make, causative (e.g., *make them do it*), 187
May, 110
 degree of certainty, 89, 92, 95, 98
 permission, 69, 107
 in polite request, 69
Maybe vs. **may be**, 89fn.
Midsentence adverbs, A3
Might, 110
 degree of certainty, 89, 92, 95, 98
 in polite questions, 69fn.
Modal auxiliaries, defined, 68
 passive, 130
 progressive, 100
 summary chart, 110–112
Modify, defined, A2
Must, 111
 degree of certainty, 89, 92, 95
 necessity, 75
 prohibition, 76

N

Need, verb forms following, 181
 as auxiliary, 76fn.
Negative(s):
 beginning a sentence, A19
 in contractions, A18
 double, A19
 questions, A14
No, A19
Nonprogressive verbs, 13
Not, A18–A19
Noun(s), defined, A1
 definite/indefinite/generic, A20–A21

O

Objects, defined, A1
 of a preposition, A2
 of a verb, direct/indirect, 125
Ought to, 78, 98, 110

P

Participial adjectives, (e.g., *confusing* vs. *confused*), 144

Participles, 17 (SEE ALSO Modifying phrases; Past participle; Present participle)

Passive, form, 120

 “*by* phrase,” 123

 with causative verbs (e.g., *have it done*), 187

 gerunds (e.g., *being done*), 178

 with *get* (e.g., *get worried*), 139

 infinitives (e.g., *to be done*), 178

 modal auxiliaries, 130

 participial adjective (e.g., *amused children*), 144

 stative (e.g., *the door is locked*), 135

Past habit, 101, 104

Past participle, 17

 as adjective, (e.g., *amused children*) 144

 irregular, 17–19

 in passive, 120, 130, 139

 in verb tenses, 4

 (SEE ALSO **-Ed** forms)

Past time (SEE Verb tenses)

Perfect/perfect progressive verbs, 4 (SEE ALSO Verb tenses)

Personal pronouns, A5–A6

Phrasal verbs, A28–A30

Place expressions with progressive verbs, 27

Polite requests, 69–73

Possessive:

 with gerunds, 182

 pronouns/adjectives (*mine*, *my*, etc), A6

 in questions (*whose*), A11

Preposition(s), list, A2

 combinations with adjectives and verbs, A26–A27

 in phrasal (two-word) verbs, A28–A30

Prepositional phrases, A2

Present participle, 17

 as adjective (e.g., *amusing story*), 144

 vs. gerund, 150fn.

 special expressions followed by (e.g., *have fun doing*), 189

 spelling of **-ing** forms, 9

 with verbs of perception (e.g., *watch someone doing*), 186

 in verb tenses, 3, 5

Present time (SEE Verb tenses)

Principal parts of verbs, 17

Progressive verbs, 3, 13, 27 (SEE ALSO Verb tenses)

Pronouns:

 impersonal, 124fn.

 personal, A5–A6

Pronunciation of **-ed**, 20

Q

Questions:

 information, A8–A11

 negative, A14

tag, A16
word order in, A8–A9
yes/no, A8

Question words, A10–A11

R

Repeated action in the past (*would*, *used to*), 104

Rise/raise, 23

Run-on sentence, A30

S

Separable/nonseparable phrasal verbs, A28

Shall, 112

future, 44*fn.*

for suggestions, 86

Should, 110

advisability, 78

degree of certainty, 98

past form, 81

Simple form of a verb, 17

with causative verbs, 187

in imperative sentences, 73

with modal auxiliaries, 68

with verbs of perception, 186

Simple tenses, 2 (SEE ALSO Verb tenses)

Since vs. **for**, 29, 36

Sit/set, 23

Spelling of **-ed/-ing**, 9

Stative passive, 135

Stative verbs, 13, 135

Subjects, verbs, objects, A1

Supposed to, 83, 111

T

Tag questions, A16

in imperative sentences, 73*fn.*

Tenses (SEE Verb tenses)

The, A20–A21

Time clauses, future, 48

Too, 177

Transitive/intransitive, defined, A1

in passive, 120

troublesome (e.g., *lay/lie*), 23

Try, 162

Two-word (phrasal) verbs, A28–A30

U

Used to, 101, 104, 112

V

Verb, defined, A1

Verbals (SEE Gerunds, infinitives)

Verb tenses:

continuous, 3*fn.*

future perfect, 53

future perfect progressive, 51

future progressive, 51

overview, 2–7

in passive, 120

past perfect, 39

past perfect progressive, 39

past progressive, 24

present perfect, 29, 48

present perfect progressive, 36

present progressive, 11, 16, 27, 50

simple future, 44–45

simple past, 17, 24

simple present, 11, 48, 50

Very/too, 177

W

Well, adjective and adverb, A3*fn.*

What, A11

What + a form of **do**, A11

What kind, A11

When, A10

Where, A10

Will, 111

future, 44–45, 48, 98

in polite requests, 70

Who/whom, A10

Whose, A10

Why, A10

Why don't, 86

Would, 112

in polite requests, 70–71

repeated action in the past, 104

Would rather, 106

Would you mind, 71

Y

-Y, final, spelling, with **-ed**, **-ing**, 9

Yes/no questions, A8

You, impersonal pronoun, 124*fn.*

